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ABSTRACT

To combat negative press reports concerning schools and test scores, the Albuquerque Public Schools (APS) Public Information Office (PIO) and the Department of Instructional Research, Testing, and Evaluation (IRTE) developed a dissemination plan geared toward informing the public about testing. Designed to include both test scores and information about testing as an instructional tool, the plan involves the production and distribution of testing reports in the form of newspaper inserts. The reports (called "APS In Action") are jointly written and edited by IRTE and the PIO, and distributed to citizens as an insert in the Sunday Albuquerque Journal. The insert provides answers to questions on testing, an editorial by the superintendent, information on how to prepare for tests, and a calendar of major testing dates. Results from state assessment tests and college entrance examinations are included. Press conferences precede the release of the special testing issues of "APS In Action" by several days. It is felt that the Albuquerque community has developed a better understanding of the testing program and the strengths and weaknesses of testing as well as a better attitude toward schools in general. (LC)

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A PUBLIC DISSEMINATION PLAN OF TEST RESULTS AND APPLICATION OF TESTING TO IMPROVEMENT OF INSTRUCTION

Albuquerque Public Schools
January, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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In the recent past metropolitan school districts have recognized that the public image of the schools is largely dependent upon a selective media portrayal. The Albuquerque Public Schools' media coverage has been much like many large urban areas in that the media, especially the printed media, tended to dwell on a sensational or controversial approach, and rarely reported the "good news" of the school district.

For several years, a number of APS administrators have worked with various media personnel in an effort to broaden their scope to include a positive view of the schools, and the educational process. A public information office was formed, with a Director of Public Information who communicated with reporters, writers, and various newspaper, radio, and television staff. These efforts have indeed, facilitated better working relationships with the various media; however, the problem of negative press due to inaccuracy or incomplete reporting has continued to be a grave concern.

Negative press was especially noticeable in reporting of test scores. The Instructional Research, Testing, and Evaluation (IRTE) department tried various reporting procedures and went to great lengths to educate the reporters in the strengths and weaknesses of testing, the terminology which was an integral part of understanding test scores, the meaning and uses of test data, etc. It was hoped that the reporters would gain an understanding which would then be reflected in more objective reporting, and which would include information pertinent to true

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understanding of the arena of testing. This did not happen. Despite all efforts by IRTE personnel, some reporters continued to dwell on the sensational reporting that "half the city's schools are below the national average" when, indeed, half the schools were also above the national average. Or, when scoring problems were encountered with an outside scoring contractor, headlines would accuse APS of "hiding" or "delaying" information, implying that scores must be down or very bad.

After several years of frustration in this regard, the IRTE department, in conjunction with the APS Office of Public Information, developed a plan of dissemination which was geared toward informing the public about testing. This plan was established to include not just test scores, but a means whereby the public would become knowledgeable about testing as an instructional tool.

The plan, in its simplest form, involves the production and distribution of testing reports formulated as daily newspaper inserts which would be prepared by the school system. The insert publication is called "APS IN ACTION." These reports are written and edited by IRTE and the Public Information Office, working jointly. Ten thousand copies of "APS IN ACTION" are distributed to the local citizenry as an insert in the metropolitan area's Sunday morning Albuquerque Journal. The insert format provides typical questions on testing which are of public interest, and gives non-technical answers. Brief explanatory, editorial columns by the Superintendent of Schools are included. In an effort to solicit involvement and support of parents, information on how to help children prepare for a major test, such as those used for state assessment, is provided. Parents are encouraged to discuss helpful hints with students prior to testing. A calendar of major testing dates is provided so parents can, hopefully, make extra effort to be sure that

children are in school, healthy, and have had a good night's sleep. Other reports, including more technical data, are prepared and distributed to APS employees and other interested readers.

Each academic year, the state assessment plan mandates testing of all students in three grades (formerly grades 5, 8, and 11; 1983 testing will include grades 3, 5, and 8) with a standardized norm-referenced test. The state assessment test for grades 5, 8, and 11 is included in the media distribution plan, along with a complete report on results of how participating APS students do on college entrance examinations.

Press conferences are planned to coincide with the release of the special testing issues of "APS IN ACTION." Timing is crucial, as competition is keen in the media industry and it is important that the press conference be held as close to the release of the Sunday insert as possible. Therefore, press conferences are typically planned for Thursday or Friday, with articles by reporters being released Friday and Saturday, followed by the APS insert released in the Sunday morning newspaper. At press conferences all test scores are reviewed, with a complete explanation of terminology, technical specifics, and applications to improvement of instruction. Reporters attending the press conferences are given an early release copy of the "APS IN ACTION," as well as a district test report and any other pertinent information. Press conferences are planned with a 30-minute explanation of the test scores, followed by an open question and answer session. A panel consisting of the Superintendent of Schools; the President of the Board of Education; the Director of Instructional Research, Testing, and Evaluation; and the District Coordinator of Testing answer questions relating to testing, curriculum, plans for curricular change, explanations regarding why test scores are high or low, technical inquiries, and other matters of concern.

Reports from the press conference are typically seen on local evening television news broadcasts, heard on various radio news reports, or reported in the morning and evening newspapers. In addition, several reporters often request brief interviews with one or more of the panel members. These interviews are aired over radio and television stations including the local PBS station, or quoted in newspaper articles. By planning the news blitz and releasing the information in this way, the public is inundated with information regarding the testing program for one or two days, followed by the release of the APS publication on Sunday. The "APS IN ACTION" is written in an easy-to-read-and-understand interview format for the purpose of clarifying any misconceptions resulting from the previous two days' news articles.

Reports from our many Parent and Community Advisory Committees are encouraging. The information we receive suggests that the Albuquerque community has a much better understanding of the testing program, as well as being able to see it in broader perspective. Where once we dealt defensively with public outcry over uninterpretable means and medians, we now find ourselves answering questions regarding what changes in instruction may have caused scores to increase or decline. In general, it is felt that the Albuquerque community has not only a better understanding of the testing program and the strengths and limitations of testing, but the community has a better attitude toward the schools in general. When APS began to openly release and discuss the results of the testing program, the community responded with an increased level of trust and, according to many, a feeling of overall improved credibility. The APS decision to release its own documents to explain testing, rather than to depend upon possibly biased reporting by the media, has paid off in many ways. For the 1983-84 school year APS plans to continue this

method of reporting and disseminations. Modifications to the plan will be made after a thorough review of specifics regarding the plan for this year. It is the general feeling of the APS administration and the Board of Education as well as the various advisory boards, that the public dissemination plan developed by the IRTE and PIO departments of the Albuquerque Public Schools has great merit and has brought about increased and more positive understanding of educational measurement by the public. Developing a cooperative relationship between (1) the public school district that desires complete and accurate use of a multiplicity of information, and (2) the media that desires to satisfy a public need to know, leads to better understanding and improved feeling and community consciousness about assessment in the public schools.

APS in ACTION

FALL 1982

ALBUQUERQUE PUBLIC SCHOOLS

ctbs

Forms U and V
Levels E,F,G,H

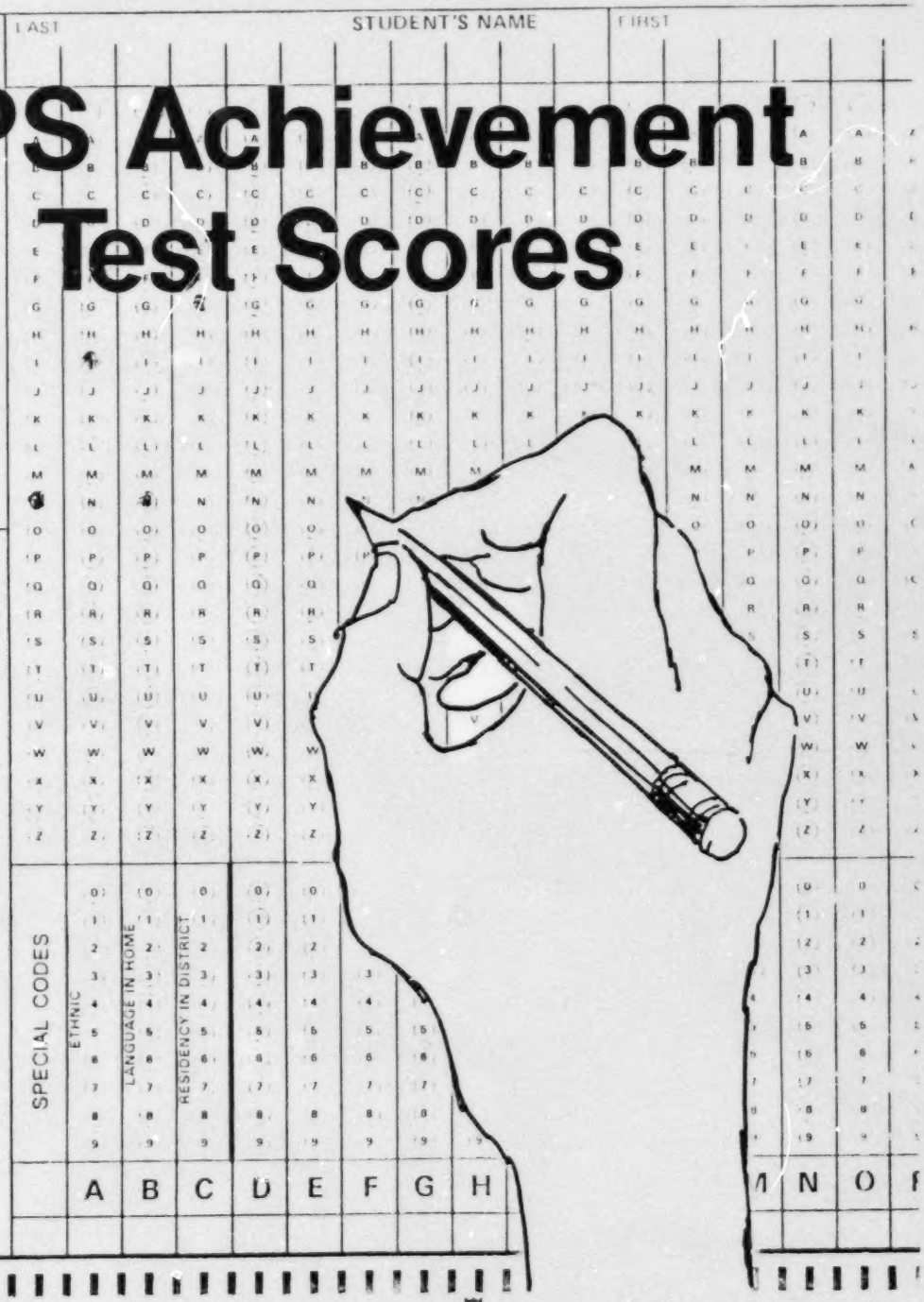
Levels 2,3,4,5

tcs

APS Achievement Test Scores

NEW MEXICO Statewide Testing Program

GRADES 5 and 8



APS Releases New Testing Information

Introduction

Each spring 5th, 8th, and 11th grade students in the Albuquerque Public Schools complete a series of tests as part of the annual testing program required by the New Mexico State Department of Education. The Comprehensive Tests of Basic Skills (CTBS) Form S has been used throughout New Mexico for the past several years. This spring the State Department of Education introduced a completely new CTBS test for fifth and eighth grade students. Eleventh grade students took with the older form of the CTBS this spring, according to the State Department's plan to phase in the new test. Although there are some similarities between the old and new CTBS tests, the content of the new test reflects current curriculum and measures different objectives.

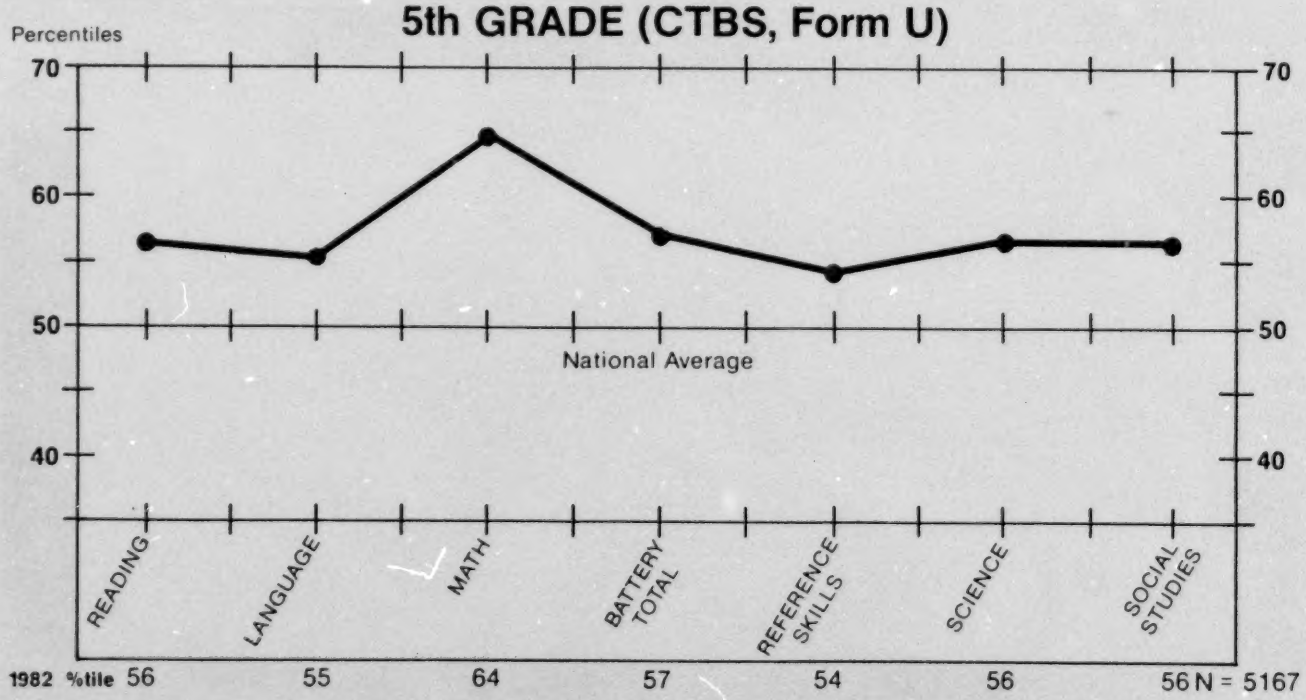
The nationally developed tests given in APS in 1982 included achievement tests in reading comprehension and vocabulary, language arts (mechanics and expression), mathematics, spelling, reference skills, science, and social studies. Test scores of APS students taking both forms of the CTBS this spring showed that, at each grade level, APS test scores were within the average range. Many scores for major subject areas were at or above the 50th percentile, which is the center of the average range.

Albuquerque Public Schools

COMPREHENSIVE TESTS OF BASIC SKILLS

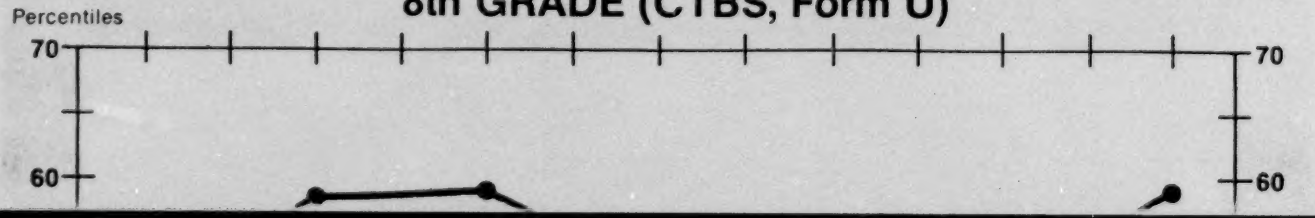
Percentile Scores 1981-82

5th GRADE (CTBS, Form U)



(Interpretation: Fifth grade students scored at or above the national average in most categories. Math scores for fifth grade students were slightly higher than the average range.)

8th GRADE (CTBS, Form U)



Results of the 1982 Comprehensive Tests of Basic Skills (CTBS) are detailed in graphs and charts in this

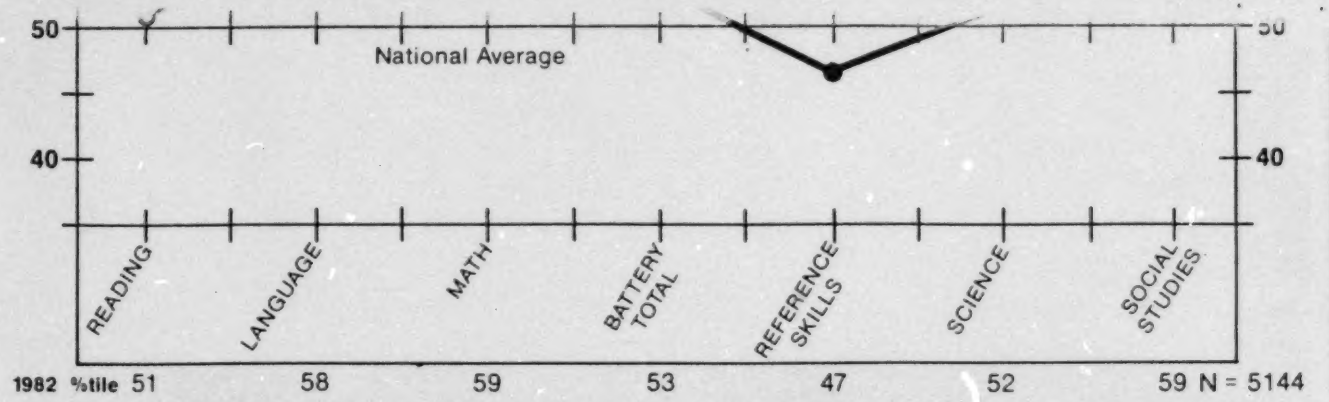
annot be compared to any CTBS test results in the past. Eleventh grade test averages are shown for a three-year period since Form S data can be compared to two previous years of Form S testing. Individual APS schools are reported on charts according to the percentage of students who scored Above Average (AA), Average (A), and Below Average (BA) groups.

"It is important to remember that the CTBS scores represent only a 'snap shot' view of a portion of the overall curriculum," says Carol Robinson, APS Director of Research & Evaluation. The total APS instructional program includes a great many worthwhile areas which are not measured by this particular test. Also a number of factors, such as attendance, motivation, mobility, testing conditions, and the way the student feels about tests, affects the results on standardized tests."

What test results are we reporting in this publication?

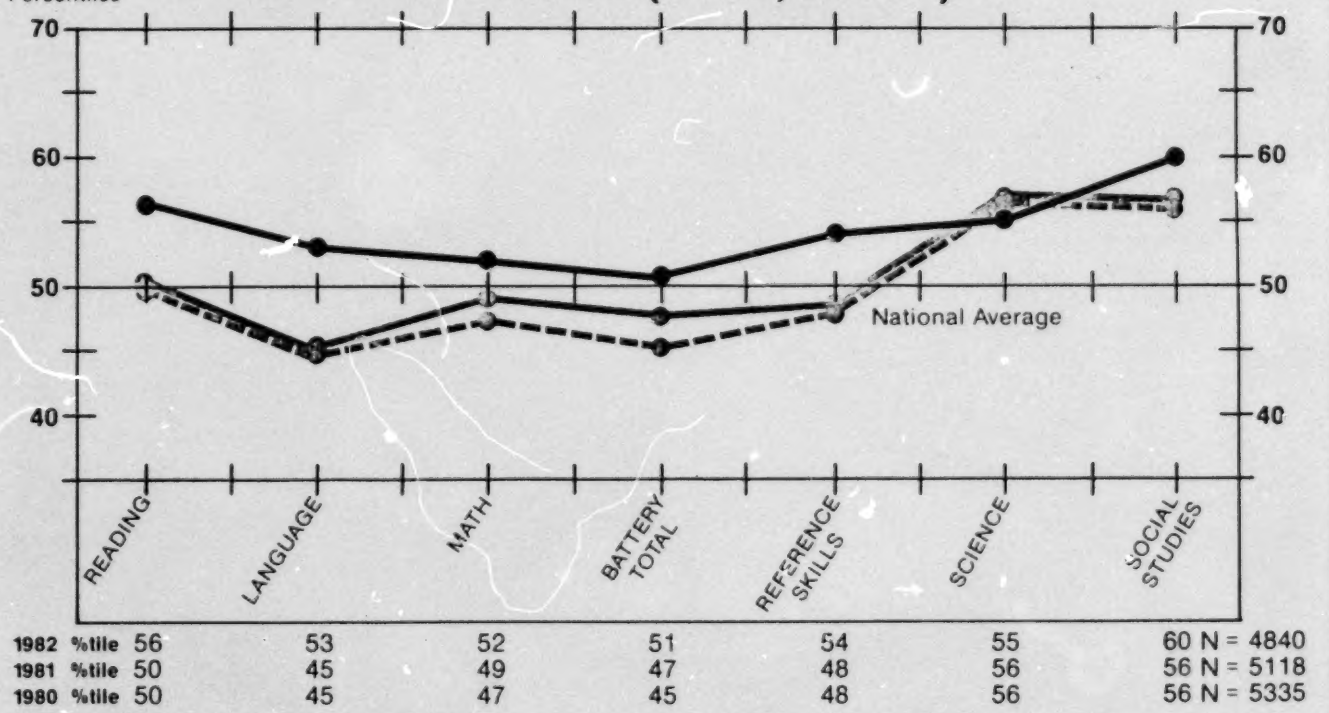
We are reporting the results of the APS spring, 1982, testing with the Comprehensive Tests of Basic Skills, more commonly called the CTBS. Fifth and eighth grade students took a completely new test, the CTBS Form U, while eleventh grade students took the older CTBS Form S, according to the State Department of Education's plan.

(Continued on next page)



(Interpretation: APS eighth grade test scores were within the average range. The two highest content areas for eighth grade students were social studies and math.)

11th GRADE (CTBS, Form S)



(Interpretation: CTBS scores for the 11th grade were all above the 50th percentile or the average for the national norm group. Compared to last year's results, scores improved in almost every area.)

APS Releases New Testing Information

(Continued from page 1)

Why did fifth and eighth grade students take a different form of CTBS from the form taken by eleventh grade students?

The New Mexico State Department of Education selects the test it thinks can best assess educational progress in all New Mexico school districts. The choice of CTBS Form U suggests a desire to use an up-to-date test which might measure current curriculum more effectively. The State Department planned to phase in the new test to lessen the financial burden of buying new tests for three grade levels statewide. According to current plans, next year the new test will be used at grade 11 also.

Is the new CTBS test different from the test that has been previously used in APS?

Yes, the new CTBS Form U test has been in the development process for approximately four years. The test publishers sampled curriculum plans, text books, reading lists, and vocabulary word lists used at each grade level across the country to determine common objectives to measure with the new test. All of the test items are completely new and some of the test format and organization has changed. In the past, for example, spelling was part of the total language area, but is now treated as a completely separate test. The chart on the right shows the content areas measured by the test and the number of questions on each subtest.

Content Areas and Subtests On New CTBS Grades 5 & 8, 1982

CONTENT AREA	CTBS SUBTESTS	NUMBER OF ITEMS
READING	TEST 1 — Reading Vocabulary	45
	TEST 2 — Reading Comprehension	45
SPELLING	TEST 3 — Spelling	30
LANGUAGE	TEST 4 — Language Mechanics	30
	TEST 5 — Language Expression	45
MATHEMATICS	TEST 6 — Mathematics Computation	40
	TEST 7 — Mathematics Concepts & Applications	45
REFERENCE SKILLS	TEST 8 — Reference Skills	20
SCIENCE	TEST 9 — Science	40
SOCIAL STUDIES	TEST 10 — Social Studies	40

Does the CTBS measure everything we teach in APS?

How is a standardized norm-referenced test such as the CTBS different from other tests?

The large majority of tests fall into one of two categories: Norm-Referenced Tests, where the scores are compared to a "norm" established by the procedure I explained, and Criterion-Referenced Tests which are written to measure one or more specific objectives. When a teacher gives students a test over specific topics in science, for example, that teacher is giving a type of criterion-referenced test. Many general achievement tests such as CTBS are norm-referenced.

Doesn't APS usually release the results of the CTBS test in early June? Why the delay this year?

Over the past few years we have been able to release CTBS scores around the first week in June. This year we delayed the release because some of the technical material needed to complete our analysis of the results had not been available until late this summer. We waited until now so that our analysis would be the most complete set of information for our schools to use.

Why are the results from only the

25% in the below average range. These categories are useful to school personnel in planning classes to meet the needs of all students for next year. For example, if a high school sees that 20 percent of this year's eighth grade students in their feeder schools scored "below average" in mathematics computation, that high school can plan basic mathematics courses next fall for those students who need extra help.

On the chart of the schools' scores, you have indicated "mobility rate." What is mobility rate and why is it important?

language arts, mathematics, science, social studies, and reference skills. The APS instructional program includes a great many very important curriculum areas beside these to provide both reinforcement and enrichment for all individual needs, while teaching basic skills that serve as the background preparation from which our graduates may select alternate futures. No standardized norm-referenced test will measure what is taught in any specific school district, because they are developed to test areas common to most curriculums nationwide.

You said the CTBS is a "standardized norm-referenced test." What does that mean?

"Standardized" refers to the specific controlled ways by which the test is developed and administered. In a standardized test there are specified time limits and prescribed directions and scoring procedures which must be followed to insure that the results are reliable. The term "norm-referenced" refers to a type of test which has been developed and administered to a large number of students across the nation. By giving the test to a large number of students from many states and then analyzing the results, the test publisher can establish comparative "norms." By using such a test, when we analyze the results of APS students we can compare their progress to the norms for students throughout the nation.

The CTBS Form S that was taken by eleventh graders this year was originally normed in 1969. It was renormed in 1973 to determine and eliminate questions that were biased. The new CTBS Form U was normed in the spring of 1980 and fall of 1981. So you can see that in using the new test, the Form U, we are able to compare the performance of students in APS to the performance of students nationwide who may have more similar recent educational experiences.

Yes. A norm-referenced test is quite broad in coverage of the instructional program. The criterion-referenced tests are much more specific to the day-to-day teaching of certain objectives and of more immediate and practical use to the teacher in the classroom.

Do we need both?

Yes. We need criterion-referenced tests to measure how well students are learning on a continual basis. We need the norm-referenced tests to give the broader, cumulative picture over a longer period of time.

How are the CTBS results used to help APS students?

Achievement test results such as the CTBS scores are one of many indicators of program effectiveness studied carefully by school principals, curriculum center personnel, counselors, teachers, parents and students for the overall improvement of instruction. Scores for large groups of students can show areas in which instruction seems to help students and areas where adjustment in the curriculum may improve the student's opportunity to learn.

Classroom teachers are, of course, the key in applying test information to help individual students. Teachers can, for example, see that students are given more time as well as the right materials to learn skills they have not yet mastered. Teachers are also able to determine whether or not a student may actually be skilled in areas on the test in which his or her performance was lower than expected. Some students may know the information, but for some reason not be able to do well on a test.

Students and their parents can use test results to help them plan, with the help of school personnel, which courses can highlight a strength or remediate a weakness.

starting with the 1982 results because the fifth and eighth graders took the new CTBS. The new Form U of CTBS is not educationally comparable to the scores we have for previous years. For this year we can only compare APS students to the norm group from around the nation. Next year and the year after we will have more Form U scores to compare to these. At that time we'll be able to check the performances of several different groups of APS students to see if any patterns will emerge.

I notice that the scores for fifth and eighth grade students were within the average range. Is that what was expected for the first year of a new test?

When new tests are introduced, performance is frequently not as high as on the old tests. On the old CTBS, APS students have shown steady growth over the past few years. Even though the new test cannot be compared to results on the old test, we are pleased with the 1982 scores. Studies conducted by the test publisher show that the new test is more difficult than the old test. Also students nationwide are showing higher achievement now than in the late 1960's, when the old CTBS was originally developed. APS students' performance shows that our students have preparation in the basic skills which is as good or better than most school districts around the country.

The individual school's scores on the chart (right page) are reported using the categories of AA, A, and BA. Would you explain what these tell us?

The three figures listed are the percentages of students who score in the categories of Above Average (AA), Average (A), and Below Average (BA), in each subtest. Typically, 25% of the students are in the above average range, 50% in the average range, and

percent for a given school, the more students are moving in and out of that school. This is very important in looking at test scores as they relate to a given school. In many schools, over half the students who tested on the CTBS this year were not even in that school before this year. In one school by the end of the last school year, there had been a turnover of 348 students out of a total of 548 students.

I also see "attendance rate" on the chart. What does this figure show?

The attendance rate indicates what percentage of students were actually present at school on an average day. This figure is an important consideration when looking at test results because schools and teachers certainly cannot teach students who do not attend school regularly.

Overall, how do you feel about the APS CTBS test scores for this year?

We are pleased with the results. Compared to other school districts our scores are quite good. The new test has some different elements which will be useful to APS in continuing to improve programs. A good educational system is continually changing and growing; the information found in this test, used with other information we have, will help us change and grow in the best way for our students.

Test Dates for the 1982-83 School Year:

CTBS — Grades 5, 8, 11

March 15-25, 1983

SPECIAL ACKNOWLEDGEMENTS

Carol Robinson

APS Director of Research and Evaluation

CTBS Coordination:

Sandra O'Neal

APS District Coordinator of Testing

Percentage of Students by Range

CTBS Results by School 1981-82

BA = Below Average Range
A = Average Range
AA = Above Average Range
N = Number

High Schools	N	READING BA	READING A	READING AA	LANGUAGE BA	LANGUAGE A	LANGUAGE AA	MATH BA	MATH A	MATH AA	REFERENCE SKILLS BA	REFERENCE SKILLS A	REFERENCE SKILLS AA	SCIENCE BA	SCIENCE A	SCIENCE AA	SOCIAL STUDIES BA	SOCIAL STUDIES A	SOCIAL STUDIES AA	STUDENT ATTENDANCE PERCENT	STUDENT MOBILITY PERCENT
Albuquerque	242	41	44	15	40	59	11	40	48	12	35	52	13	41	46	14	24	61	15	89.0%	52.8%
Cibola	412	15	58	27	20	53	27	15	61	24	19	57	24	19	60	21	16	59	25	91.8%	31.0%
Del Norte	510	14	52	34	18	50	32	14	56	30	17	55	28	16	56	28	10	61	29	94.0%	37.1%
Eldorado	708	10	55	35	16	51	33	13	53	34	12	56	32	14	51	35	11	57	32	95.0%	26.7%
Freedom High	50	35	40	25	39	53	8	43	53	4	30	58	12	40	48	12	36	56	8	NA	NA
Highland	502	15	50	35	18	49	33	17	60	23	14	52	34	17	50	33	10	55	35	93.4%	47.0%
Manzano	549	10	62	28	15	56	29	14	62	24	10	66	24	12	61	27	8	63	29	95.8%	32.6%
Rio Grande	498	37	53	10	42	49	9	41	50	9	30	60	10	34	57	9	23	64	13	88.8%	33.7%
Sandia	579	10	51	39	12	55	33	8	53	39	12	57	31	11	52	37	8	53	39	93.7%	25.8%
Valley	370	30	54	16	37	45	18	30	57	13	27	56	17	32	56	12	21	62	17	91.2%	37.7%
West Mesa	359	40	50	10	45	44	11	39	53	8	41	51	8	38	52	10	18	69	13	87.7%	33.7%
Middle Schools																					
Adams	328	21	58	21	18	53	29	17	62	21	17	56	27	23	64	13	20	62	18	93.2%	32.1%
Cleveland	339	6	59	35	6	46	48	12	42	46	6	47	47	11	56	33	8	56	36	94.8%	21.4%
Eisenhower	380	5	44	51	4	45	51	4	40	56	5	39	56	4	53	43	4	52	44	94.2%	21.9%
Ernie Pyle	175	38	56	6	27	61	9	31	60	9	32	57	11	27	64	9	16	70	14	91.4%	28.6%
Garfield	219	32	54	14	21	58	21	24	55	21	21	57	22	27	57	16	15	70	15	91.4%	26.7%
Grant	218	7	62	31	6	57	37	4	37	59	8	54	38	5	65	30	4	61	35	93.8%	28.4%
Harrison	142	46	46	8	28	51	21	17	61	22	28	54	18	31	53	16	28	57	15	91.0%	37.8%
Hayes	158	20	58	22	16	52	32	12	58	30	14	50	36	21	58	21	10	62	28	92.3%	46.3%
Hoover	289	5	52	43	3	45	52	3	46	51	3	43	54	4	55	41	4	55	41	94.8%	20.7%
Jackson	205	11	58	31	9	58	33	9	52	39	12	53	35	9	55	36	7	66	27	93.8%	29.9%
Jefferson	187	19	41	40	20	45	35	15	50	35	16	44	40	14	50	36	11	46	43	92.4%	33.5%
Kennedy	238	12	59	29	11	52	37	14	58	28	12	53	35	10	67	23	5	63	32	92.8%	32.5%
Madison	323	8	48	44	6	46	49	5	39	56	8	47	45	8	50	42	4	51	45	94.2%	21.1%
McKinley	241	18	57	25	18	58	24	17	51	32	15	51	34	19	60	21	12	56	32	93.0%	40.5%
Polk	218	45	47	8	30	59	11	32	57	11	32	55	13	27	61	12	18	69	13	90.2%	26.5%
Roosevelt	94	22	51	27	21	54	25	20	48	32	19	51	30	18	66	16	11	62	27	93.6%	39.7%
Taft	210	22	53	25	19	56	25	21	46	33	20	52	28	16	61	23	8	64	28	94.1%	24.2%
Taylor	448	22	50	28	19	49	32	20	52	28	19	53	28	25	52	23	13	56	31	92.6%	27.8%
Truman	215	34	58	8	27	61	12	38	52	10	28	53	19	25	62	13	17	68	15	91.6%	31.0%
Van Buren	171	22	54	24	16	53	31	20	55	25	22	47	31	20	55	25	15	53	32	91.0%	54.3%
Washington	158	58	39	3	53	43	4	59	37	4	50	43	7	54	43	3	37	55	8	91.2%	52.4%
Wilson	202	17	53	30	20	49	31	15	38	47	15	43	42	15	45	40	10	51	39	92.6%	43.1%
Elementary Schools																					
A. Montoya	65	22	52	26	18	59	23	17	49	34	20	63	17	31	43	26	26	51	23	94.4%	44.2%
Acoma	81	1	35	63	2	25	73	1	25	74	6	49	45	8	44	48	5	38	57	95.5%	39.7%
Adobe Acres	70	21	63	16	28	63	9	15	54	31	30	49	21	26	59	15	19	69	12	93.0%	29.7%
Alameda	86	14	57	29	13	54	33	7	42	51	21	55	24	14	57	29	8	66	26	95.0%	38.1%
Alamosa	76	24	68	8	26	57	17	14	60	26	28	54	18	32	57	11	33	60	7	95.0%	39.4%
Alvarado	78	6	53	41	0	49	51	3	48	49	5	66	29	4	56	40	3	68	29	95.0%	27.1%
Apache	77	9	64	27	8	61	31	0	55	45	12	70	18	11	65	24	8	68	24	95.0%	38.0%
Armijo	71	27	62	11	40	41	19	26	46	28	32	53	15	29	59	12	29	55	16	94.6%	46.3%
Arroyo del Oso	171	18	53	29	19	56	25	10	48	42	24	57	19	19	60	21	22	59	19	95.8%	30.2%
Atrisco	44	45	50	5	50	41	9	34	48	18	30	59	11	29	59	12	29	55	16	92.8%	27.2%
Chandelier	66	0	29	71	0	33	67	0	10	90	2	37	61	0	32	68	2	39	59	94.9%	31.9%
Barcelona	36	0	58	42	0	71	29	0	19	81	8	53	39	0	42	58	0	61	39	93.8%	

aparral	93	27	58	15	27	51	15	32	40	28	24	58	18	23	55	22	27	56	17	94.3%	29.3%
elwood	109	13	46	41	11	54	35	12	41	47	14	48	38	12	39	49	18	48	34	94.5%	37.1%
chiti	58	35	56	9	33	53	14	27	50	23	34	57	9	28	56	16	33	62	5	94.1%	32.4%
ilet Park	94	13	52	35	10	65	25	4	52	44	30	55	15	14	66	20	15	66	19	94.9%	31.0%
manche	60	2	56	42	7	61	32	10	43	47	8	53	39	14	44	42	12	61	27	96.0%	33.9%
rrales	73	8	43	49	14	50	36	17	30	53	22	50	28	13	41	46	10	48	42	94.1%	20.4%
rtez	24	0	79	21	13	62	25	4	71	25	17	62	21	17	54	29	8	75	17	95.0%	33.8%
nnis Chavez	131	2	56	42	3	43	54	2	34	64	4	40	56	6	50	44	5	55	40	95.8%	30.1%
lores Gonzales	63	48	42	10	44	48	8	41	49	10	45	44	11	41	47	12	52	40	8	93.8%	59.5%
ranes	47	35	52	13	39	48	13	17	70	13	37	46	17	30	55	15	35	61	4	93.8%	32.7%
st San Jose	61	42	53	5	54	39	7	41	44	15	49	49	2	46	51	3	43	55	2	94.6%	32.5%
erson	117	55	38	7	65	31	4	37	54	9	61	35	4	63	33	4	55	41	4	93.1%	91.7%
bank	62	18	58	24	13	53	34	15	54	31	11	50	39	21	55	24	16	65	19	94.5%	48.5%
gene Field	33	48	52	0	56	44	0	47	37	16	56	44	0	63	37	0	53	47	0	93.6%	90.9%
vernor Bent	68	10	53	37	18	57	25	12	47	41	18	52	30	15	57	28	15	57	28	95.9%	60.9%
egos	53	8	64	28	8	62	30	4	56	40	15	60	25	21	51	28	13	64	23	94.4%	46.7%
wthorne	41	15	63	22	15	75	10	18	54	28	21	61	18	23	64	13	21	69	10	95.1%	84.0%
dgin	124	18	60	22	30	50	20	15	58	27	29	53	18	22	51	27	22	59	19	93.8%	62.7%
bert Humphrey	144	3	45	52	6	52	42	1	37	72	8	49	43	3	53	44	2	53	45	95.8%	21.5%
z	35	11	66	23	26	54	20	17	49	34	14	60	26	20	66	14	23	51	26	95.2%	37.0%
nn Baker	140	9	41	50	10	43	47	4	32	64	13	46	41	9	40	51	7	53	40	95.6%	20.2%
tland	79	16	54	30	16	47	37	8	39	53	18	50	32	15	48	37	13	54	33	95.2%	61.9%
Carson	60	48	45	7	37	50	13	36	35	29	41	45	14	38	53	9	40	48	12	93.8%	38.7%
Luz	46	31	58	11	24	49	27	15	61	24	29	64	7	28	59	13	28	63	9	93.8%	67.3%
Mesa	40	15	72	13	18	52	30	15	39	46	15	70	15	31	64	5	22	73	5	92.8%	94.8%
rrazolo	32	53	41	6	58	36	6	60	37	3	45	49	6	61	33	6	58	39	3	94.2%	42.8%
valand	93	22	68	10	26	62	12	18	58	24	35	54	11	20	69	11	14	72	14	93.5%	55.7%
ngfellow	22	68	23	9	52	34	14	64	27	9	52	43	5	45	40	15	65	25	10	93.0%	35.4%
s Padillas	51	29	57	14	29	49	22	16	35	49	22	58	20	22	72	6	22	68	10	95.1%	39.9%
well	58	53	38	9	50	41	9	35	49	16	47	39	14	62	26	12	50	38	12	93.9%	49.2%
cArthur	32	16	46	38	10	51	39	9	38	53	13	62	25	13	68	19	19	62	19	94.5%	28.4%
arie Hughes	72	11	55	34	14	58	28	6	51	43	15	53	32	13	54	33	11	61	28	95.1%	37.9%
ark Twain	47	0	50	50	2	69	29	0	28	72	2	60	38	0	49	51	2	47	51	94.9%	25.3%
atheson Park	69	10	45	45	6	40	54	3	55	42	12	45	43	4	53	43	6	65	29	94.9%	42.6%
cCollum	67	10	60	30	18	54	28	10	51	39	18	56	24	18	61	21	10	68	22	95.4%	39.2%
ssion Avenue	50	12	70	18	20	68	12	14	54	32	26	56	18	16	70	14	10	74	16	94.1%	42.7%
tchell	81	0	52	48	8	40	52	6	36	59	8	54	38	4	50	46	4	52	44	96.0%	23.6%
onte Vista	56	7	36	57	7	50	43	9	30	61	7	36	57	9	37	54	4	42	54	95.3%	35.7%
ontezuma	51	15	36	49	12	48	40	12	46	42	22	43	35	11	51	38	17	51	32	95.1%	27.9%
ontgomery	47	4	47	49	2	57	41	4	30	66	9	46	45	4	41	55	4	47	49	95.7%	20.7%
ountain View	39	41	56	3	51	46	3	8	48	44	46	49	5	54	38	8	36	59	5	94.8%	40.0%
avajo	72	11	65	24	13	56	31	0	51	49	12	60	28	NA	NA	NA	NA	NA	NA	95.7%	41.8%
d Town	74	32	57	11	36	53	11	35	47	18	36	46	18	41	43	16	41	50	9	90.7%	66.2%
nate	102	5	53	42	3	48	49	3	31	66	10	42	48	13	35	52	6	51	43	95.1%	32.5%
suna	109	5	32	63	4	32	64	6	34	60	9	34	57	4	41	55	8	44	48	95.7%	24.7%
ijarito	76	24	49	27	28	51	21	27	46	27	34	42	24	25	57	18	30	58	12	93.8%	35.2%
iesta del Sol	80	18	44	38	18	47	35	8	51	41	25	45	30	15	49	36	18	56	26	NA	NA
anchos	57	16	52	32	30	44	26	9	49	42	18	56	26	21	53	26	23	54	33	94.5%	42.8%
o Rancho	65	6	49	45	8	27	65	5	32	63	10	21	69	11	12	77	3	31	66	94.9%	34.0%
n Antonito	29	7	48	45	7	52	41	7	41	52	17	59	24	7	48	45	7	55	38	94.1%	29.6%
ndia Base	75	13	47	40	12	43	45	10	37	53	11	45	44	21	42	37	14	61	25	96.1%	31.7%
erra Vista	69	16	48	36	16	58	26	7	60	33	25	45	30	12	64	24	18	61	21	94.9%	50.2%
ombra del Monte	59	7	49	44	4	49	47	6	37	57	8	57	35	5	57	38	6	55	39	95.3%	36.5%
Y. Jackson	77	0	38	62	1	37	62	0	14	86	0	39	61	1	44	55	1	52	47	96.3%	19.7%
omasita	70	14	69	17	16	70	14	11	62	27	21	63	16	20	64	16	20	63	17	94.1%	39.8%
lle Vista	61	36	51	13	27	61	12	15	70	15	33	52	15	38	50	12	26	65	9	93.1%	63.4%
herry	60	17	55	28	7	55	38	7	26	67	11	61	28	17	56	27	8	73	19	94.7%	63.3%
hittier	45	11	53	36	16	60	24	20	44	36	29	47	24	20	51	29	31	47	22	94.3%	45.3%
a	37	3	56	41	0	60	40	3	50	47	8	59	33	6	61	33	6	66	28	94.7%	39.9%
uni	62	13	43	44	11	48	41	2	47	51	20	50	30	16	50	34	20	55	25	94.8%	27.9%

APS in ACTION

FALL 1982

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For three consecutive years, *APS in Action* has received national recognition for excellence in releasing test scores from the American Educational Research Association.

POSTSCRIPT

Francisco D. Sanchez, Jr.
Superintendent

Comprehensive Testing Policy in APS

As we again release results of testing required by the State Department of Education, I am reminded to discuss with you the pros and cons, the importance and limitations, of testing. The scores we are releasing are from a new test, developed in the last few years, and published only this past spring. APS and other New Mexico districts are among the first school districts in the nation to use this new test. It represents the curricula of the late 1970's across the nation, as well as the achievement of students in 1980 and 1981.

One important observation I have made is that education across the nation is certainly better now than it was 10 years ago. Students who participated in the field study of this test scored higher than students in the test we have given prior to this year, which was developed in the late 1960's. This is good news for the nation, as well as for APS.

The CTBS is only one measure of excellence in our schools. It measures only a portion — certainly less than half — of our educational program. As we continue to strive for improvement and excellence in APS, we are moving toward a comprehensive testing program. In developing this program we are asking ourselves many questions. What should a testing program really do for APS? How much of education can be adequately measured on a paper-pencil test? How do we know that our tests are technically sound and that they test what we teach? How can we do an adequate job of testing and assessment without "overtesting"? How much of the student's instructional year should be used for testing? What can tests tell us that the teacher doesn't already know?

These and numerous other questions are being asked as we look at the future of testing in APS. Certainly we want to always know the strengths and weaknesses of each child and each program, and testing is one way to look at those strengths and weaknesses. But we want to be certain that whatever testing we do is for the purpose of helping the school, the principal, and the teacher to do a better job for kids. This is why we are looking at utilizing standardized testing, such as the CTBS, only at "checkpoints" along the way. In between the "checkpoint" testing, our students are better served with the use of criterion-referenced tests which are designed to measure how well each student is learning specific educational skills. Of course, teachers have for years been utilizing diagnostic tests in a number of subject areas to help in identifying which skills the student has mastered and which need more practice. And, with the advent of the state Basic Skills Plan in 1977, we are now measuring life skills, or "functional literacy," of high school students prior to awarding the gold seal diploma endorsement.

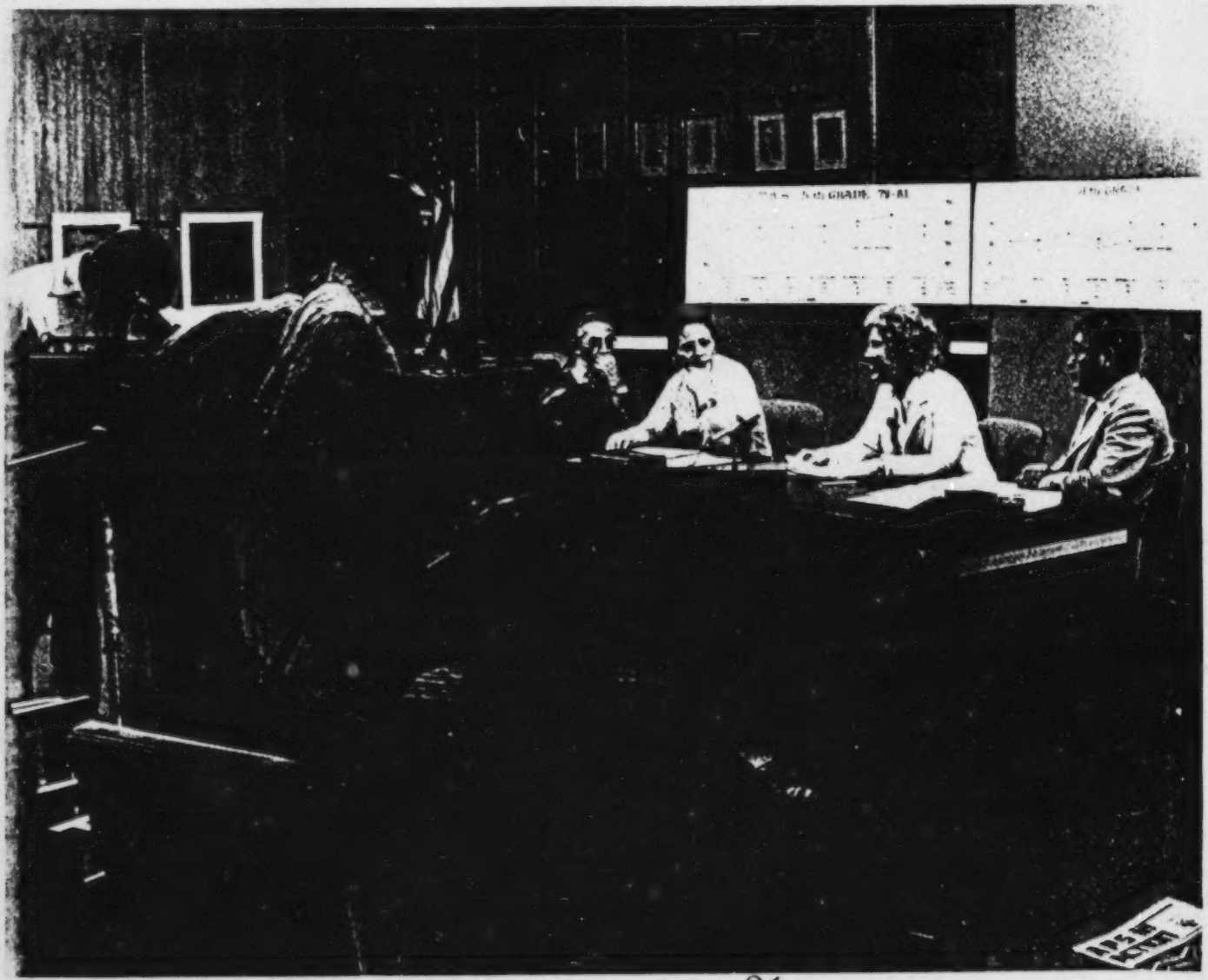
APS fifth grade math scores are very high this year. There are several possible explanations for these high scores. For one thing, this is the fifth year our schools have been following the district's Minimum Competency in Mathematics Plan. APS elementary and mid-school students have been taking APS math tests each year to determine if they are learning and remembering the basics in math. Also, our Research and Evaluation Department was formed three years ago, and professionals from that unit have been working closely with the schools to help them better understand tests and how tests relate to specific skills in the educational program. APS teachers have been working very hard to teach and re-teach the basics. We feel all this hard work is starting to pay off. Also, students and parents are taking school much more seriously these days. When education succeeds it is because we are all working together, and because we all care about the success of each individual student.

APS in ACTION

WINTER 1981

ALBUQUERQUE PUBLIC SCHOOLS

APS Ranks High on College Entrance Exams



Handy "Tips" To Help Improve Your Test Scores

1. Approach the test confidently and take it calmly.
2. Get a good night's sleep.
3. Eat a good breakfast.
4. Wear comfortable clothing.
5. Arrive on time... and be ready. Come prepared with everything you need, such as pencils, eraser, watch and, if you wear them, your glasses.
6. Listen carefully to all directions. Read all directions carefully... twice if necessary.
7. Quickly scan each test before answering the questions.
8. Budget your time. Don't spend all your time on just a few questions.
9. Begin work as soon as you are told to do so. Stay with it. Use every second effectively.
10. Do the easy questions first; then go back and answer the harder questions.
11. Think. Avoid hurried answers. Guess intelligently by eliminating the obviously wrong choices.
12. Get all the help you can from "cue" words such as does not, most likely, mainly, least, opinion, and best.
13. Edit, check, proofread your answers. Hang in there until the "bitter end." Keep working until the time is up.

How Does APS Compare?

Compared to other large public school

English, fourth; composite, fourth; and social

Loveridge, a researcher with the St. Louis Public Schools, APS ranked no lower than fifth of 21 major public school districts in any content area of the ACT. The highest ranking content area was science, where APS placed second in the national study. Other content areas and APS rank were: math, tied for third;

all districts responding to Dr. Loveridge's survey, APS ranked second in verbal and third in math. APS SAT scores were also high above the national average. The school districts which participated in the Loveridge Study represent a total of 30 large districts in 19 states across the nation.

ACT Scores, 1979-80 For 21 School Districts Across the Nation

MEAN SCORES IN RANK ORDER

ENGLISH		MATH		SOCIAL STUDIES		SCIENCE		COMPOSITE	
1	19.1	1	19.9	1	18.5	1	22.1	1	19.9
2	18.5	2	17.9	2	18.3	2	21.7	2	19.2
3	18.4	3	17.6	3	18.2	3	21.5	3	19.0
4	18.0	4	17.6	4	17.9	4	21.5	4	18.9
5	17.9	5	17.6	5	17.6	5	21.3	5	18.8
6	17.9	6	17.4	Nat'l	17.2	Nat'l	21.1	6	18.6
Nat'l	17.9	Nat'l	17.4	6	17.1	6	20.9	Nat'l	18.5
7	17.0	7	16.7	7	16.5	7	19.7	7	17.5
8	16.3	8	16.6	8	16.2	8	19.6	8	17.1
9	16.3	9	15.8	9	16.2	9	19.5	9	17.1
10	16.2	10	15.4	10	15.5	10	19.0	10	16.7
11	16.2	11	15.0	11	15.2	11	18.8	11	16.3
12	15.9	12	14.9	12	15.2	12	18.7	12	16.2
13	15.9	13	14.6	13	14.9	13	18.4	13	16.1
14	14.9	14	14.3	14	14.5	14	17.7	14	16.0
15	14.9	15	13.6	15	13.8	15	17.2	15	15.0
16	14.5	16	13.4	16	13.3	16	16.8	16	14.8
17	14.5	17	12.8	17	12.8	17	16.7	17	14.3
18	14.1	18	12.4	18	12.5	18	16.5	18	14.0
19	13.9	19	12.4	19	12.3	19	15.9	19	13.8
20	13.9	20	12.4	20	11.7	20	15.8	20	13.3
21	12.9	21	11.5	21	11.2	21	15.7	21	13.2

School districts reporting ACT scores: APS

Albuquerque, Austin, Birmingham, Chicago, Cincinnati, Columbus (Ohio), Detroit, Indianapolis, Jacksonville (Florida), Kansas City (Missouri), Memphis, Milwaukee, Mobile, Nashville, Oklahoma City, Omaha, Phoenix, St. Louis, Toledo, Tucson, Tulsa

SAT Scores, 1979-80 For School Districts Across the Nation

MEAN SCORES IN RANK ORDER

VERBAL		MATHEMATICS	
RANK ORDER	SCALE SCORE	RANK ORDER	SCALE SCORE
1	509	1	557
2	483	2	531
3	477	3	523
4	450	4	499
5	432	5	483
6	430	6	473
7	426	7	470
8	425	8	469
Nat'l	424	9	468
9	422	Nat'l	466
10	421	10	459
11	412	11	433
12	397	12	430
13	344	13	377
14	336	14	376
15	336	15	371

All school districts reporting SAT scores: APS

Albuquerque, Austin, Baltimore, Columbus (Ohio), Detroit, Fort Worth, Jacksonville (Florida), Long Beach, Milwaukee, Minneapolis, Pittsburgh, Portland, San Jose, St. Louis, Tampa, Tucson and Wichita

APS Test Scores on ACT
Above National Averages

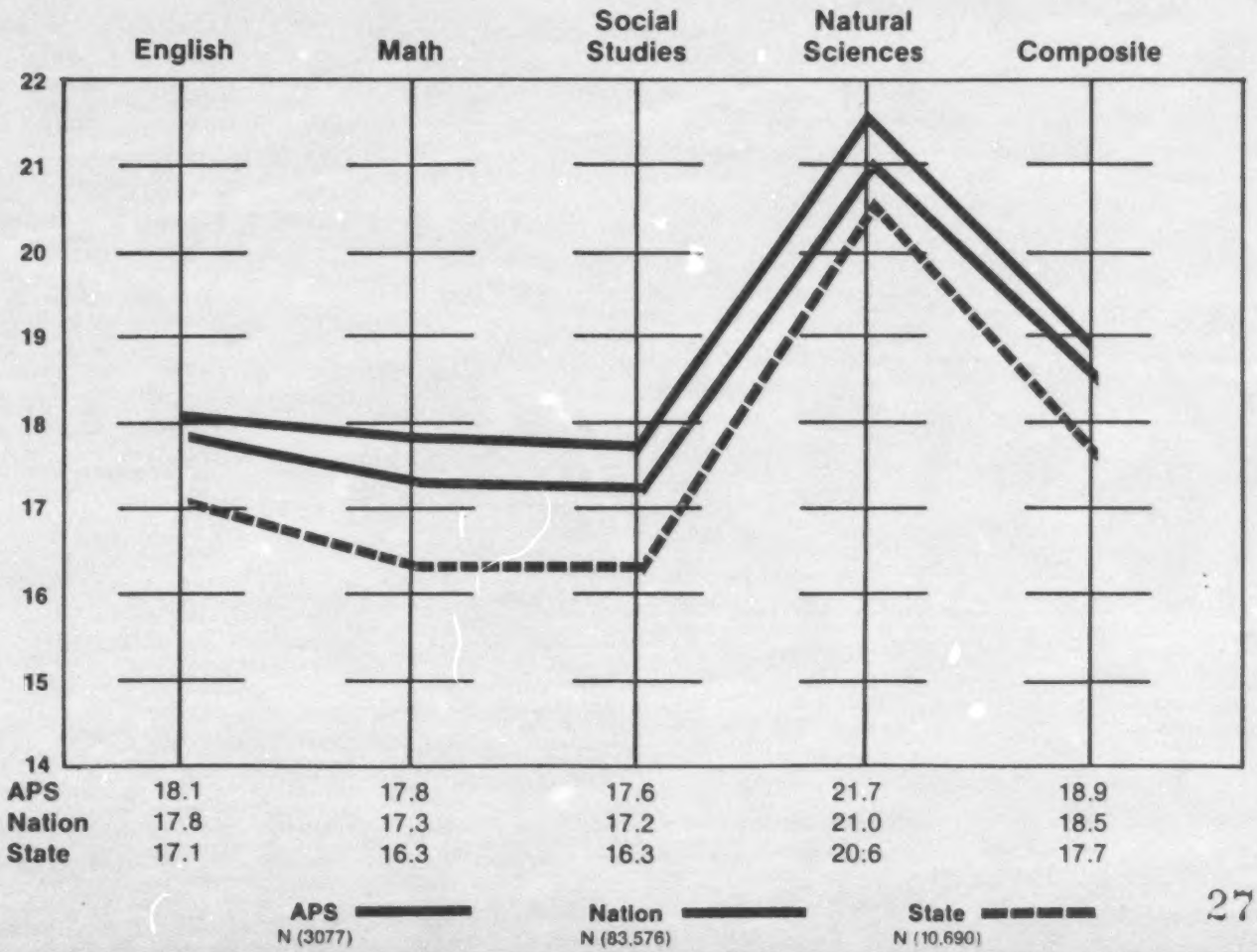
Introduction

Almost two million students in the United States took either the American College Testing Program (ACT) or the College Entrance Examination Board (CEEB) last year. In APS, 3,077 students took the ACT and 479 students took the Scholastic Aptitude Test (SAT) portion of the College Boards. Total scores show APS students as high or higher than the national average on all tests.

These two examinations are used by most colleges in the United States. Typically scores on the ACT or the SAT are used for placement or counseling purposes, and in conjunction with other important information on the student, including high school grades, number of credits earned, rank in class, and other factors. Although the scores are important indicators of a student's potential success in college, both testing companies warn against the misuse of test scores. Misuses include using any test score as the sole basis for important decisions affecting the lives of individuals, without considering other very important information available on the student. These scores should not be used as a measure of the overall performance either of teachers or of schools.

APS students have shown steadily increasing ACT scores for the past five years. APS students continue to demonstrate academic proficiency on

Comparison of the Average ACT Scores 1980-81
APS — Nation — State



In a study recently completed by Dr. Robert Loveridge, a researcher with the St. Louis Public Schools, APS ranked no lower than fifth of 21 major public school districts in any content area of the ACT. The highest ranking content area was science, where APS placed second in the national study. Other content areas and APS rank were: math, tied for third; average. On the SAT (College Board), in all districts responding to Dr. Loveridge's survey, APS ranked second in verbal and third in math. APS SAT scores were also high above the national average. The school districts which participated in the Loveridge Study represent a total of 30 large districts in 19 states across the nation.

ACT Scores, 1979-80 For 21 School Districts Across the Nation

MEAN SCORES IN RANK ORDER

ENGLISH		MATH		SOCIAL STUDIES		SCIENCE		COMPOSITE	
1	19.1	1	19.9	1	18.5	1	22.1	1	19.9
2	18.5	2	17.9	2	18.3	2	21.7	2	19.2
3	18.4	3	17.6	3	18.2	3	21.5	3	19.0
4	18.0	4	17.6	4	17.9	4	21.5	4	18.9
5	17.9	5	17.6	5	17.6	5	21.3	5	18.8
6	17.9	6	17.4	Nat'l	17.2	Nat'l	21.1	6	18.6
Nat'l	17.9	Nat'l	17.4	6	17.1	6	20.9	Nat'l	18.5
7	17.0	7	16.7	7	16.5	7	19.7	7	17.5
8	16.3	8	16.6	8	16.2	8	19.6	8	17.1
9	16.3	9	15.8	9	16.2	9	19.5	9	17.1
10	16.2	10	15.4	10	15.5	10	19.0	10	16.7
11	16.2	11	15.0	11	15.2	11	18.8	11	16.3
12	15.9	12	14.9	12	15.2	12	18.7	12	16.2
13	15.9	13	14.6	13	14.9	13	18.4	13	16.1
14	14.9	14	14.3	14	14.5	14	17.7	14	16.0
15	14.9	15	13.6	15	13.8	15	17.2	15	15.0
16	14.5	16	13.4	16	13.3	16	16.8	16	14.8
17	14.5	17	12.8	17	12.8	17	16.7	17	14.3
18	14.1	18	12.4	18	12.5	18	16.5	18	14.0
19	13.9	19	12.4	19	12.3	19	15.9	19	13.8
20	13.9	20	12.4	20	11.7	20	15.8	20	13.3
21	12.9	21	11.5	21	11.2	21	15.7	21	13.2

School districts reporting ACT scores: APS

Albuquerque, Austin, Birmingham, Chicago, Cincinnati, Columbus (Ohio), Detroit, Indianapolis, Jacksonville (Florida), Kansas City (Missouri), Memphis, Milwaukee, Mobile, Nashville, Oklahoma City, Omaha, Phoenix, St. Louis, Toledo, Tucson, Tulsa

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Albuquerque, Austin, Baltimore, Columbus (Ohio), Detroit, Fort Worth, Jacksonville (Florida), Long Beach, Milwaukee, Minneapolis, Pittsburgh, Portland, San Jose, St. Louis, Tampa, Tucson and Wichita

APS Scores Are High on SAT

who plan to go out of state to college, r who wish to keep their options open or a later decision.

Can juniors in high school take these tests?

Yes, and a considerable number of them do. College-bound students, specially, are encouraged by high chool counselors to take the exams as uniors. The tests may be retaken as ften as desired, so many students ake the exams in their junior year as practice." If they wish to attempt to mprove their scores, it is possible to ake the test again — or even several mes more. Colleges will accept the ighest score.

I understand there is a fee for these tests. What if a student cannot pay?

The testing company provides each PS high school with a number of fee vaivers. High school counselors are specially alert for college-bound tudents who should take the test and night not be able to pay. Any student who cannot afford the fee is ncouraged to see a counselor and rrangements will be made.

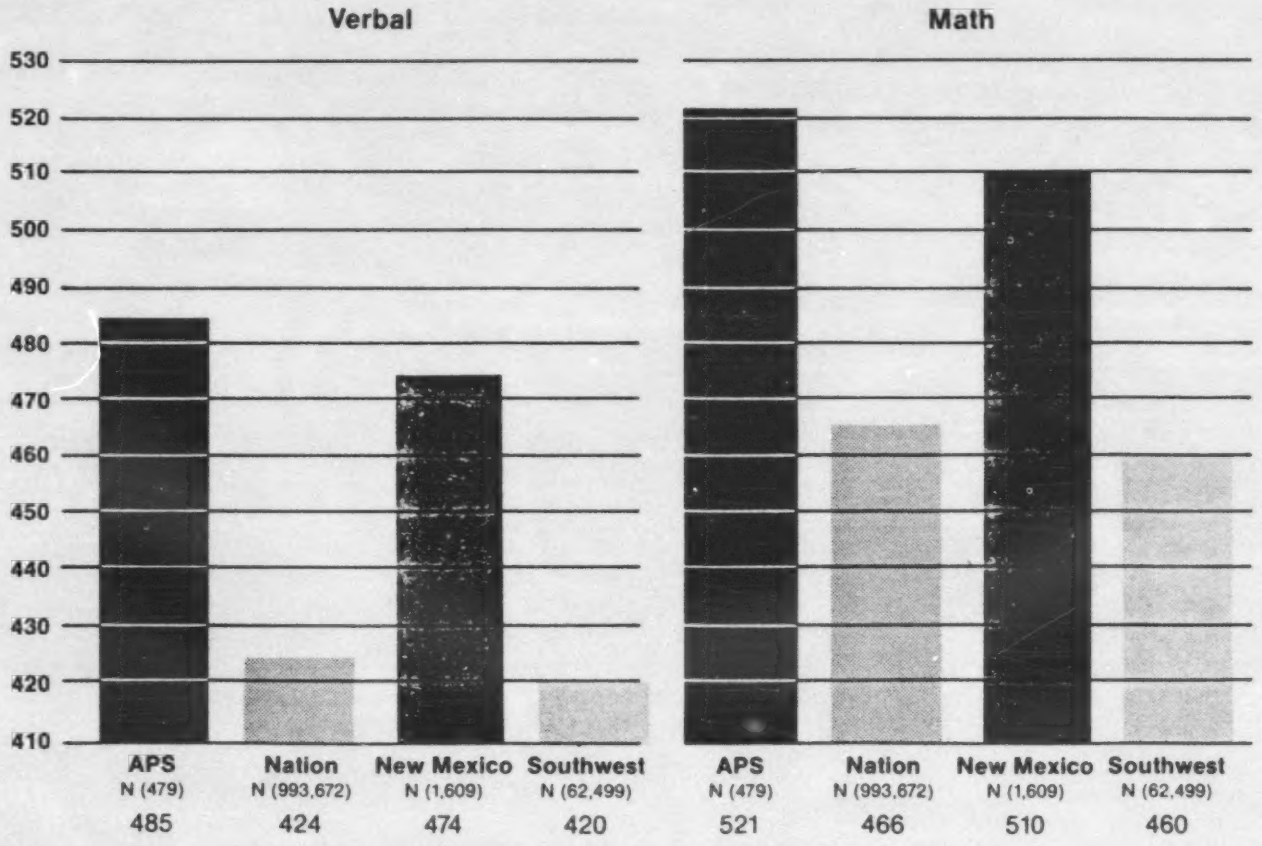
Do the students know in advance the ype of questions they will be asked?

Oh, yes. The test companies provide ll students with study brochures which include samples of the types of questions on the test. If students study he sample items carefully, they will have a very good idea of the test's expectations. Also, some excellent study guides are available in most bookstores. These guides are very horough, and frequently quite helpful o students who wish to review in nore depth.

There has been considerable controversy regarding studying for the

College Entrance Examination Board

SAT Test Scores — 1980-81



N = Number of students tested

Five-year Trend for SAT Scores 1976-1981

pared for any examination.

owever, it has been my experience at even the best-prepared students el more secure if they spend some me reviewing for the test. Many of the ommercial study guides are very milar in format to the real test, and ovide an excellent review. Not only is e review itself worthwhile, but it also lps put the student at ease and may ake the experience less threatening. I rsonally feel that a good review is orth the investment.

How often is the ACT given?

The ACT is typically given five times year. Various sites throughout the buquerque metropolitan area serve testing centers, including a number APS high schools. The tests are ually given on a Saturday. The ACT sting dates remaining for this year e: December 12, 1981; February 20, 82; April 3, 1982; and June 12, 1982.

What kinds of things can a parent do assist a student in planning for llege? Can you give some advice to rents who would like to begin anning early?

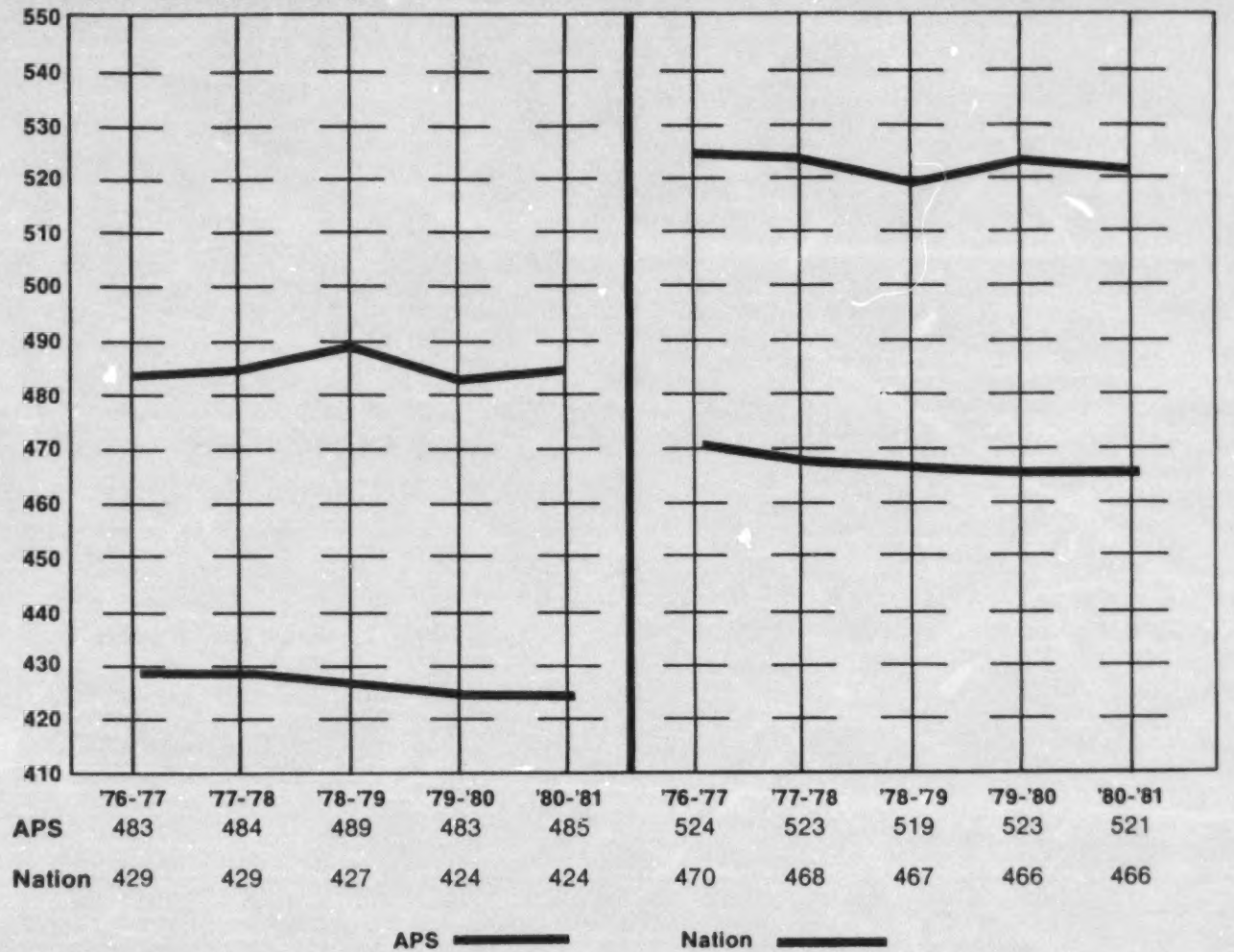
Absolutely. Initially, the most portant planning should begin prior high school, by studying the high hool course offering booklet and lping the student choose the proper urses to help prepare for college-vel work. All APS high schools offer a mplete college-bound program of udy; however, it is up to the dividual student to select the courses nich best suit plans for the future.

Do schools assist in this planning?

Yes. School counselors meet with the udents and the parents in the spring the 8th grade year, and prepare a year plan which outlines the chosen urse of study. However, the whole ocess works much better when the arents and students take an active, terested role in planning, and work ith the school to see that the proper urses are taken.

Do students really do better on the ntrance exams if they take the college-bound courses recommended in the high school course offering booklets?

They really do — much better. Two years ago three of the APS high schools took the time to check the records of several hundred graduates and compare the students' ACT scores to the high school courses taken. There was no doubt that those students who followed the recommended college-bound course of study did much better on the ACT and SAT.



One thing confuses me: You tell me the average ACT and SAT scores for APS students are quite high, yet I read where large numbers of APS graduates are taking remedial classes when they enroll at universities. How is this possible?

There are several factors at work here. One major factor is that most students who are placed in remedial classes did not plan ahead, as we discussed earlier. In other words, most of them just took the minimum rather than the recommended college-bound courses. Another major factor which must be examined deals with the method of placement of students in remedial college courses. If a university places students in a remedial English class when they score an 18 on the ACT, then I question their definition of "remedial." You can readily tell from the graphs I have provided that an 18 is not a remedial score; it is, in fact, above the national average.

APS in ACTION

WINTER 1981

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DECEMBER SCHEDULE

December 21-January 1 — APS schools will be closed for the Winter recess.

December 24-December 25 — APS Central and Area offices will be closed for Winter recess. They will also be closed on January 1.

Acknowledgement: This issue of *APS in Action* was produced in collaboration with the APS Research and Evaluation Department. The interview on the inside pages of this publication was with Carol Robinson, Director, APS Research and Evaluation. 883-5047

POSTSCRIPT

Francisco D. Sanchez, Jr.
Superintendent

The Testing Controversy: A Balanced Approach

High scores on college entrance exams are important to students applying for admission to a prestigious college or university. More than 90 per cent of those students admitted to Princeton, Stanford, and the Massachusetts Institute of Technology (MIT) score above 500 in both the SAT verbal and math tests. The national averages on verbal and math are 424 and 466 respectively. APS students who take the SAT score extremely high. Last year's district average for APS students was 485 on verbal and 521 on math.

As more students seek special preparation and short-term instruction to improve their test scores, a national controversy has developed around the issue of "coaching." On the one hand, SAT officials claim that the SAT measures abilities learned over years of education and the test is not susceptible to coaching.

On the other side of the issue, 2.5 million students nationally who seek coaching have created an industry with one-half billion dollar sales potential. Claims by commercial coaching schools that they can improve a student's combined score by more than 100 points are not unusual.

Still other critics of testing argue that coaching has created financial barriers to college admission. The family of every student who desires admission to a prestigious college may not be able to afford to take and retake the SAT, much less afford the exorbitant fees of fashionable coaching schools. These critics further state that coaching has provided an unfair advantage to students who can afford coaching.

Even the latest research does not seem to provide us with definitive answers to most of the issues in the coaching controversy. I would not like to see any student victimized by commercial coaching schools which may make unsubstantiated claims. I also don't believe students should look for short cuts in preparing for standardized exams. Perhaps coaching cannot artifically raise test scores, but only bring scores up to where a student's real ability is.

Testing has evolved into an important component of education today, and has served to point out the importance of planning in a student's education. I believe parents should help students plan properly for any type of test. We need to stress the importance of "testwiseness." Parents and educators should encourage test preparedness for students. Testwiseness allows students to show their abilities to their best advantage through knowledge about test-taking itself. On the front page of this publication we have provided parents with tips on planning for a test.

In the discussion of the results of last year's SAT and ACT scores, we stress the importance of planning a college prep curriculum for students who intend to enroll in college. Parents need to take an active role in both the long-range and short-term planning of their children's education.

At APS we recognize the importance of testing, however we also realize its limitations. High test scores for students do not come from all-night cramming sessions or last-minute instruction. They are the result of a planned, systematic approach to education on the part of the school district, the parents and the students. There is no substitute for a strong curriculum offered by a school district. SAT and ACT scores are only one component in the college admission process, along with high school transcripts, letters of recommendation, previous experiences and activities. I hope that parents and students will remember that test scores are not the only measure of a student. No such test has been developed which can measure a student's motivation, sincerity and quality as an individual.

APS in ACTION

SUMMER 1981

APS
ALBUQUERQUE PUBLIC SCHOOLS

APS Standardized Test Scores

Most APS Scores Above National Averages

NTRODUCTION

Each spring 5th, 8th, and 11th ade students in the Albuquerque blic Schools complete a series tests as part of the annual ting program required by the w Mexico State Department of ucation. The nationally normed ts given in APS in 1981 included hievement tests in reading nprehension and vocabulary, guage arts (spelling, mechanics d expression), mathematics, erence skills, science, and social dies.

Test scores of APS students ing the test this spring showed:

1) In every category at each grade level tested, APS student scores stayed the same or improved over last year's results. In no content area for any grade level did APS scores decline.

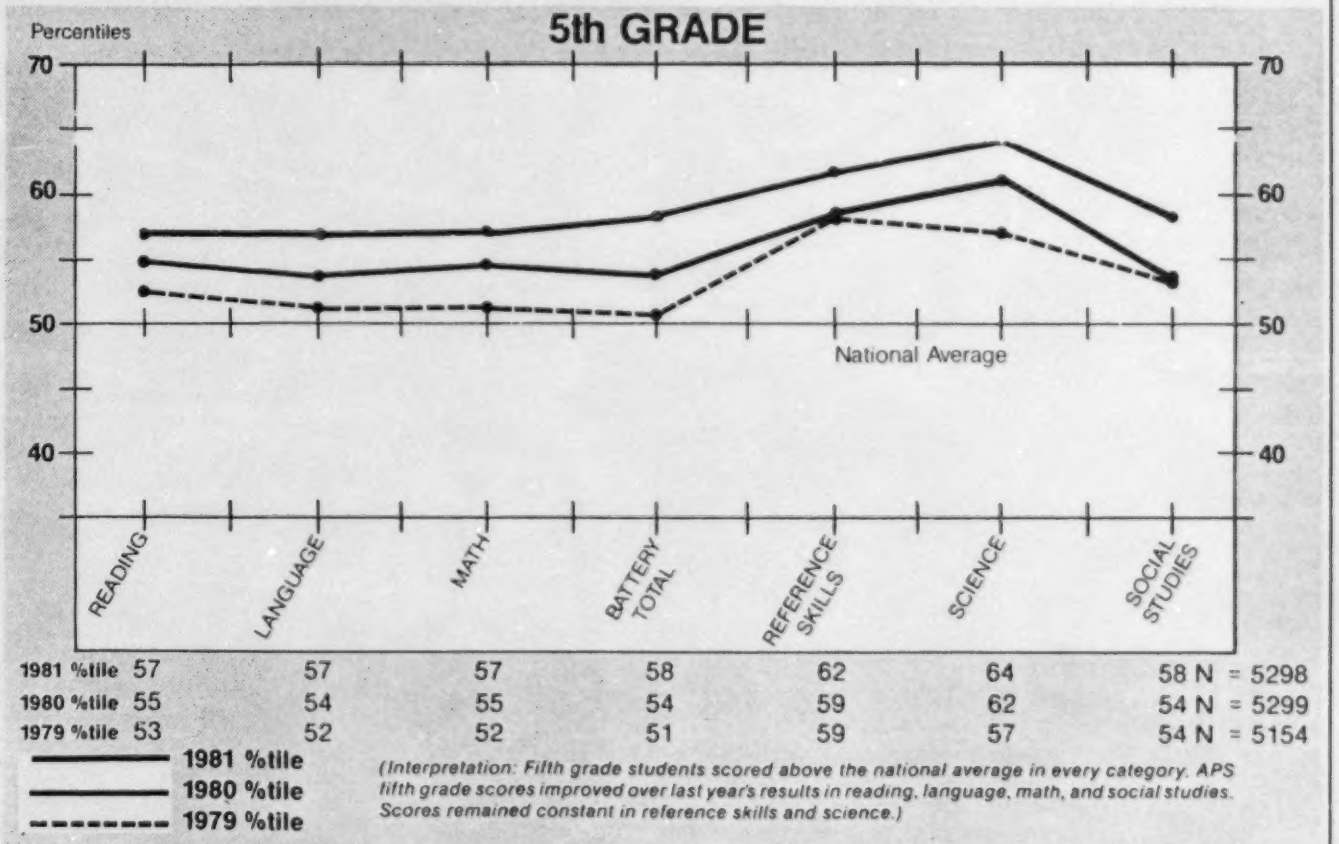
2) At all grade levels, APS test scores were within the average range. Most scores for major content areas were above national averages.

Results of the 1981 Comprehensive sts of Basic Skills (CTBS) are tailed in charts and graphs this edition of *APS in Action*. PS test averages are shown r a three-year period. This ar's scores of individual APS hools are reported according to e percentage of students who ored in Above Average (AA),

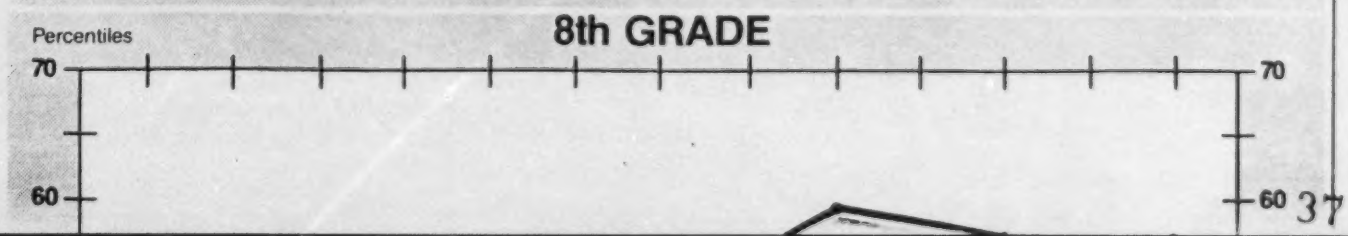
Albuquerque Public Schools

COMPREHENSIVE TESTS OF BASIC SKILLS

Scores 1979-81



(Interpretation: Fifth grade students scored above the national average in every category. APS fifth grade scores improved over last year's results in reading, language, math, and social studies. Scores remained constant in reference skills and science.)



the results from this year's New xico High School Proficiency amination (NMHSPE), which is uired by the State Department Education as part of the Basic lls Plan for New Mexico.

It is important to remember that CTBS scores represent only a ap shot' view of a portion of the rall curriculum," says Mrs. rol Robinson, APS Director of search & Evaluation. "The APS tructional program includes a at many worthwhile areas which not measured by this particular t. Also a number of factors, such attendance, motivation, mobility, ting conditions, and the way the dent feels about tests, affect the ults on standardized tests."

Q&A

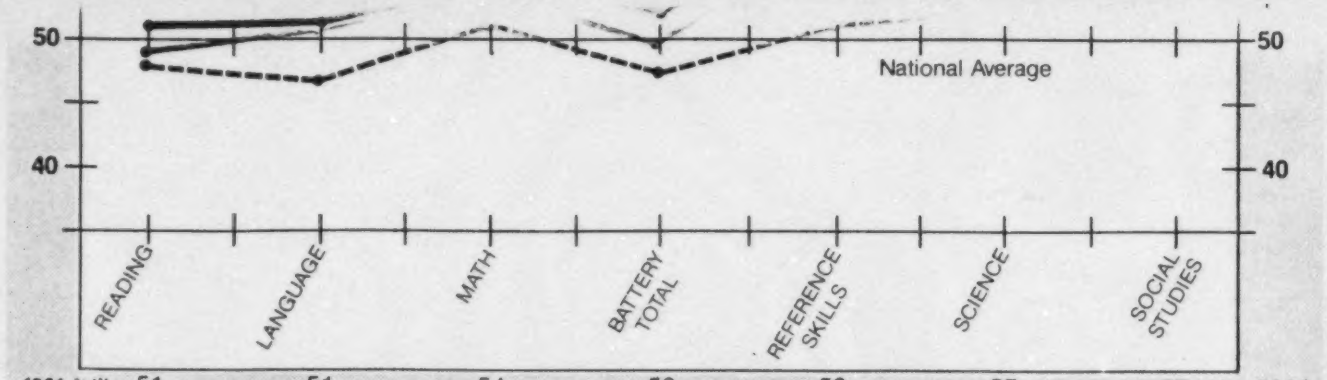
What test results are we reporting in s publication?

We are reporting the results of the S spring, 1981, testing with the mprehensive Tests of Basic Skills, re commonly called the CTBS, and New Mexico High School oficiency Examination (NMHSPE).

Who takes these tests?

The CTBS is given each spring to , 8th, and 11th grade students oughout New Mexico. The New xico High School Proficiency amination is required of 10th graders New Mexico. Tenth graders who do t pass the NMHSPE are provided cial assistance in necessary skills, d given the opportunity to take the t again in the 11th and/or 12th des.

(Continued on next page)

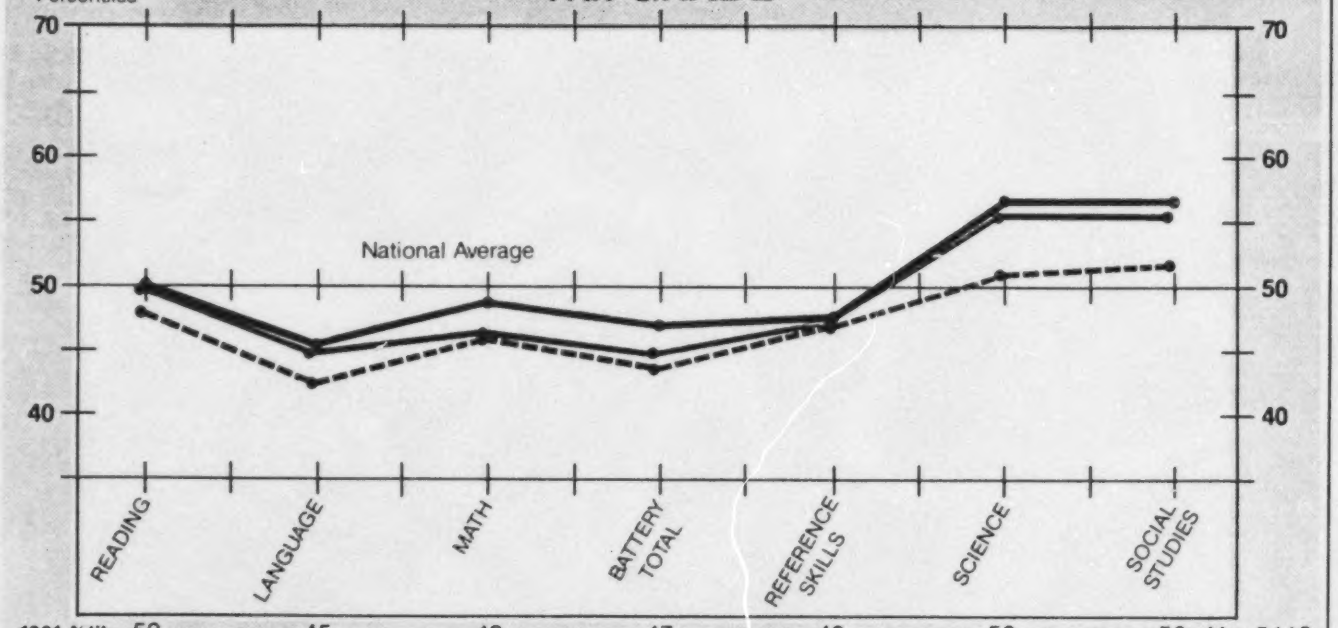


1981 %tile	51	51	54	52	59	57	57	N = 5089
1980 %tile	49	51	54	50	59	57	57	N = 5350
1979 %tile	48	47	51	48	51	53	54	N = 5717

1981 %tile
1980 %tile
1979 %tile

(Interpretation: In every category, APS eighth grade test scores were above the national average. An improvement in the area of reading was reflected in the battery total. Scores remained the same as last year's in all other areas.)

11th GRADE



1981 %tile	50	45	49	47	48	56	56	N = 5118
1980 %tile	50	45	47	45	48	56	56	N = 5335
1979 %tile	48	43	47	44	48	52	53	N = 5572

1981 %tile
1980 %tile
1979 %tile

(Interpretation: CTBS scores for the 11th grade were all within the average range. Compared to last year's results, scores improved in math and the battery total. Scores in other areas remained constant.)

Most APS Scores Above National Averages

(Continued from page 1)

Let me ask you a few questions about just the CTBS, and then later we can discuss the NMHSPE. The CTBS is a "standardized norm-referenced test." What does that mean?

The term "standardized norm-referenced" refers to a specific type of test which has been developed and given to a large number of students all over the nation. By giving the test to large numbers of students from many states and then analyzing the results, comparative "norms" can be established. In this way we can see how APS students are doing compared to the "norm" of those students from throughout the nation. The CTBS we gave this year was originally normed in 1969. It was renormed in 1973 to eliminate questions which were racially biased. We are comparing our students to those figures. Standardized refers to the specific controlled ways in which the test is developed and administered. In a standardized test, the content is set, the directions are prescribed in detail, and the scoring procedures specified.

How is a standardized norm-referenced test such as the CTBS different from other tests?

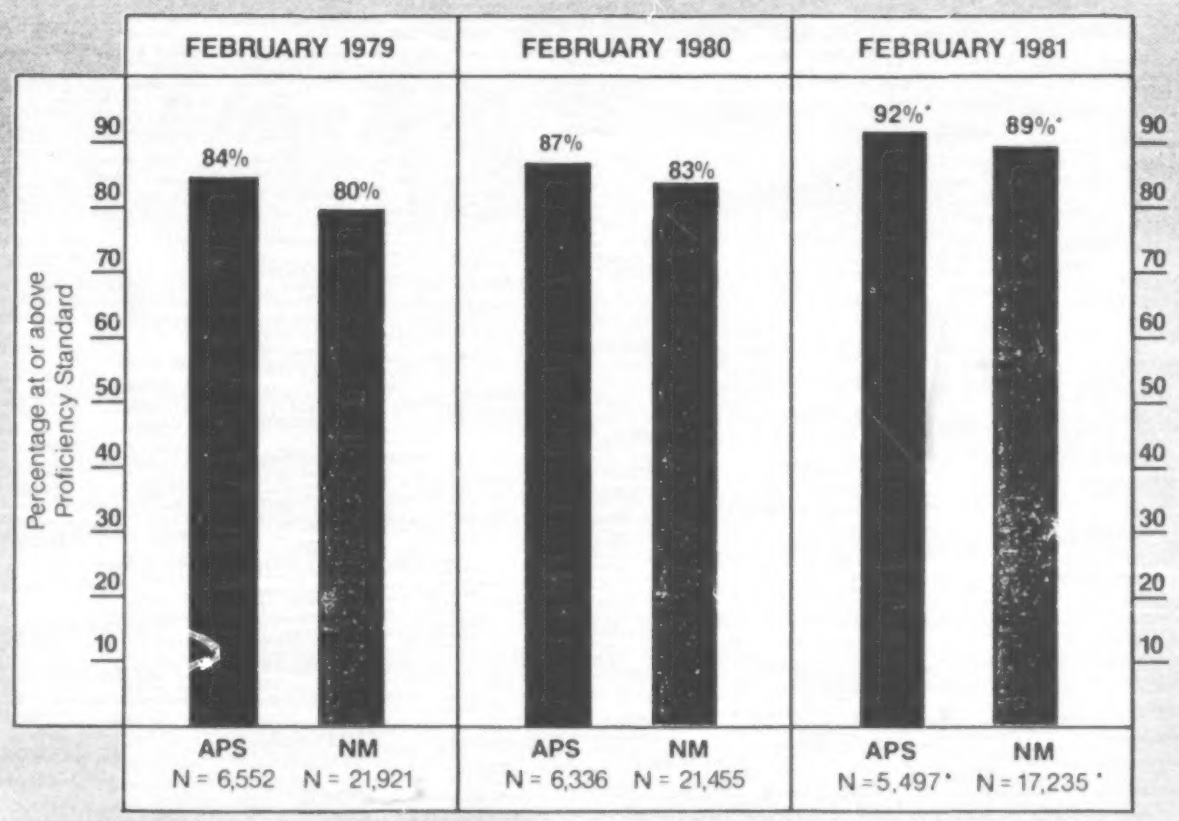
The large majority of tests fall into one of two categories: *Norm-Referenced Tests*, where the scores are compared to a "norm" established by the procedure I explained, and *Criterion-Referenced Tests* which are written to measure one or more specific objectives. If a teacher gives students a test over specific topics in science, for example, that teacher is giving a type of criterion-referenced test.

Are they really that different?

Albuquerque Public Schools and New Mexico

New Mexico High School Proficiency Exam

Scores 1979-81



* **Preliminary information only:** *data tentative pending further study.*

emphasis on the skills measured on this test, and that the students are demonstrating higher achievement each year than the year before. Improving instruction takes consistent and persistent effort over long periods of time. Classroom teachers are of

Does the CTBS measure everything we teach in our schools?

Not by any means. The CTBS provides a broad sampling of major areas in reading, language arts, mathematics, science, social studies, and reference skills. The APS

What does APS do with these test results?

They are used in a number of ways However, the most frequent use of the scores is by principals and district administrators for the improvement of classroom instruction

program. The criterion-referenced tests are much more specific to the day-to-day teaching taking place, and of more immediate and practical use to the teacher in the classroom.

Do we need both?

Yes. We need criterion-referenced tests to measure how well students are learning on a continual basis. We need the norm-referenced tests to give the broader, cumulative picture over a longer period of time.

It appears our schools did very well on the CTBS this year. Can you comment on that?

Yes. We are really quite pleased with APS test scores over the last several years, and this year is no exception. This year APS students tested on the CTBS did as well or better than last year in every content area.

I notice some CTBS scores are higher this year than last year. Does this mean our schools are improving?

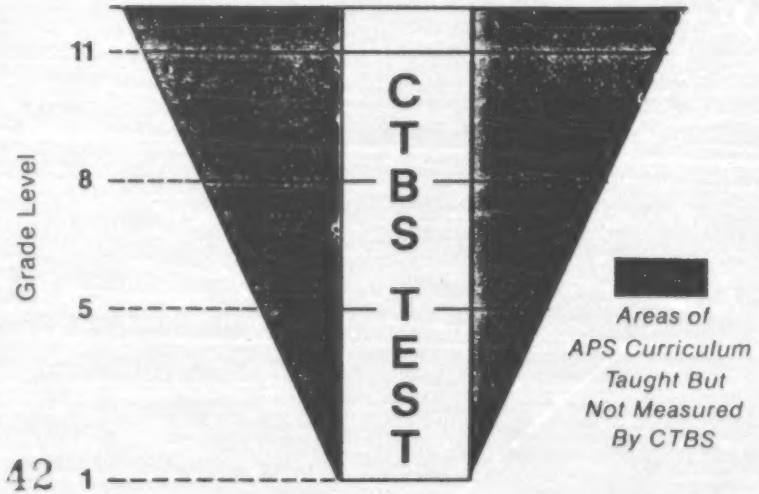
Yes, improved scores indicate that APS schools are placing more

personnel, counselors, parents, and a host of other people are also very important in helping improve education. When we all work together, we really do see good things happen.

It appears APS scores for 11th grade are lower than those for 5th and 8th grades. Why?

There are two major factors which contribute to this situation: First, the CTBS measures a substantial portion of the 5th grade program, somewhat less of the 8th, and a much smaller amount of the 11th grade school subjects. This is because the CTBS deals primarily with basics and does not cover important electives taken by high school students *(See figure below.)* Second, although this year's 11th grade scores are lower than this year's 5th and 8th, 11th grade scores are higher than the scores of those students as 8th graders three years ago. We must look at the same class as it progresses through school. We cannot compare 5th, 8th, and 11th graders in the same year.

APS Instructional Program



The individual school's scores on the chart (right page) are reported using the categories of BA, A, and AA. Would you explain what these tell us?

The three figures listed are the percentages of students who scored in the categories of Below Average (BA), Average (A), and Above Average (AA), in each subtest. These categories are useful to school personnel in planning classes to meet the needs of all students for next year. For example, if a high school sees that 20 percent of this year's 8th grade students in their feeder schools scored "below average" in mathematics computation, that high school can plan basic mathematics courses next fall for those students who need extra help.

On the chart of the schools' scores, you have indicated "mobility rate." What is mobility rate and why is it important?

The mobility rate reflects the number of students who enter and leave the school during the year. The higher the percent for a given school, the more students are moving in and out of that school. This is very important in looking at test scores as they relate to a given school. In many schools, over half the students who tested on the CTBS this year were not even in that school before this year. In one school already this year, there was a turnover of 348 students out of a total of 548 students.

I also see "attendance rate" on the chart. What does this figure show?

The attendance rate indicates what percentage of students were actually present at school on an average day. This figure is an important consideration when looking at test results because we certainly cannot teach students who do not attend school regularly.

Examination (NMHSPE) in this publication. What is the NMHSPE?

The New Mexico High School Proficiency Examination (NMHSPE) is part of the state-mandated Basic Skills Plan. Whereas the CTBS is a general achievement test, the NMHSPE measures what is termed "functional competency." This includes life skills such as balancing a checkbook, applying for a job, or reading a ballot. The state requires all 10th graders to take the NMHSPE, as well as a writing test, as part of the Basic Skills Plan.

I see on the NMHSPE graph that both New Mexico and APS demonstrated gains on the test over the last three years. Could you comment on that?

Yes, each year has shown a higher percentage of students passing the NMHSPE. These scores are even more meaningful when you realize that the test itself changes from year to year. The test questions measure the same objectives, but a large percentage of the questions themselves are different. This means the students have to know the information very thoroughly.

Another point to remember when reading this chart is that APS contributes about 33 percent of the students in the entire state of New Mexico. Therefore, when APS scores improve, the overall state average also improves.

Test Dates for the 1981-82 School Year:

NMHSPE — Grade 10 (11, 12)
February 9-18, 1982

CTBS — Grades 5, 8, 11
March 16-April 1, 1982

SPECIAL ACKNOWLEDGEMENTS

CTBS Coordination:
Sandra O'Neal
District Program Evaluator, APS

NMHSPE Coordination:
Bill Smith
District Program Evaluator, APS

CTBS Scores by School 1980-81

High Schools	N	READING BA	READING A	READING AA	LANGUAGE BA	LANGUAGE A	LANGUAGE AA	MATH BA	MATH A	MATH AA	REFERENCE SKILLS BA	REFERENCE SKILLS A	REFERENCE SKILLS AA	SCIENCE BA	SCIENCE A	SCIENCE AA	SOCIAL STUDIES BA	SOCIAL STUDIES A	SOCIAL STUDIES AA	STUDENT ATTENDANCE PERCENT	STUDENT MOBILITY PERCENT
Albuquerque	303	36	45	19	40	44	16	32	55	13	30	51	19	31	48	20	19	62	19	89.7%	51.9%
Cibola	420	18	56	26	23	51	26	13	59	27	19	59	22	17	57	25	10	59	31	92.0%	33.6%
Del Norte	553	14	56	30	17	53	30	13	53	34	15	61	25	17	54	28	10	62	28	93.4%	33.3%
Eldorado	722	8	57	36	12	55	32	9	52	39	10	59	31	10	54	36	8	56	36	95.3%	22.3%
Freedom High	45	47	45	9	53	44	2	49	49	2	33	58	9	40	51	9	31	67	2		
Highland	546	16	54	31	19	54	28	13	55	32	11	58	31	13	58	29	10	58	32	93.1%	44.5%
Manzano	578	16	57	27	20	54	26	20	60	20	16	62	22	17	60	23	13	62	25	96.2%	31.9%
Rio Grande	527	39	50	12	41	49	10	41	48	11	30	58	13	38	48	13	29	56	14	89.2%	34.3%
Sandia	655	12	52	35	16	49	34	10	50	41	12	56	32	12	53	35	9	56	35	94.3%	26.0%
Valley	368	32	51	17	35	47	17	27	60	13	28	59	13	30	53	17	18	63	20	90.1%	41.1%
West Mesa	401	37	52	12	33	54	13	40	51	10	34	56	10	40	48	12	21	63	16	87.0%	34.4%
Middle Schools																					
Adams	287	10	67	23	18	59	23	16	63	21	9	52	38	21	68	11	13	67	21	92.5%	27.0%
Cleveland	332	5	48	47	6	52	43	5	39	56	7	35	58	8	49	42	3	46	51	94.6%	20.0%
Eisenhower	349	6	52	41	7	45	48	6	44	49	5	43	53	5	59	36	4	52	44	94.3%	19.7%
Ernie Pyle	150	32	58	10	29	61	10	18	68	15	30	55	14	27	65	8	17	68	15	92.0%	32.1%
Garfield	187	27	57	15	22	58	20	19	64	18	18	44	38	33	56	12	24	59	17	91.3%	31.4%
Grant	190	5	57	37	4	56	39	2	30	68	4	44	53	8	47	45	3	54	44	93.9%	19.5%
Harrison	196	21	66	12	28	59	14	20	65	16	31	53	16	27	61	11	25	59	15	90.7%	33.6%
Hayes	175	17	59	24	19	56	25	21	52	27	18	46	36	13	61	26	15	55	29	92.1%	43.2%
Hoover	269	2	54	45	1	41	57	2	50	48	1	30	68	3	54	43	1	43	56	94.3%	21.2%
Jackson	245	12	59	29	8	64	29	10	67	22	9	53	38	12	64	24	9	64	26	93.7%	26.0%
Jefferson	184	18	45	37	18	49	32	15	54	31	13	45	41	15	48	36	11	47	41	92.3%	40.1%
Kennedy	261	17	58	25	13	57	30	16	67	17	12	54	33	16	65	19	13	57	30	93.1%	37.6%
Madison	332	5	52	43	6	51	43	4	47	49	6	46	48	5	54	41	5	47	48	94.5%	22.4%
McKinley	247	14	62	25	16	56	27	13	57	30	12	48	40	20	53	26	10	57	33	92.6%	40.1%
Polk	213	32	58	10	24	62	15	28	60	11	36	47	17	19	66	16	24	61	15	90.1%	30.2%
Roosevelt	76	11	57	32	9	57	34	6	51	42	8	53	39	11	54	35	5	66	29	93.1%	29.6%
Taft	184	11	63	26	11	53	36	12	58	30	8	42	50	10	65	26	6	57	37	93.3%	17.8%
Taylor	391	12	60	28	15	52	32	13	53	34	13	46	42	13	57	30	11	60	30	92.6%	21.9%
Truman	245	27	62	11	27	62	10	36	50	13	20	53	27	29	59	11	17	72	11	90.1%	39.9%
Van Buren	178	22	55	23	22	56	22	17	64	19	15	45	40	16	59	25	15	55	30	90.7%	58.4%
Washington	175	53	42	5	50	44	5	60	37	2	43	50	8	48	49	3	46	51	4	90.2%	59.1%
Wilson	223	17	55	28	18	54	28	16	49	36	18	43	39	14	44	42	19	50	32	92.9%	36.1%
Elementary Schools																					
A. Montoya	60	17	55	28	17	52	32	16	44	39	16	52	31	13	56	31	18	59	23	94.0%	30.9%
Acoma	72	7	52	41	8	41	51	8	54	38	6	57	38	13	50	38	14	54	32	95.1%	42.9%
Adobe Acres	63	17	66	17	16	65	19	19	69	13	18	69	12	22	65	14	15	67	18	92.8%	19.6%
Alameda	80	13	57	30	11	53	36	8	52	40	5	41	54	16	46	39	8	57	35	95.2%	37.9%
Alamosa	81	24	63	12	21	54	26	17	65	17	13	62	24	23	60	17	22	63	16	95.1%	35.6%
Alvarado	99	11	62	27	16	62	22	13	59	28	8	64	28	20	42	37	18	47	34	95.2%	35.7%
Apache	77	15	54	31	17	59	24	13	60	27	12	54	35	17	45	38	6	62	32	94.1%	44.6%
Armijo	52	12	73	15	29	52	19	13	60	27	12	65	23	12	67	22	17	67	15	93.9%	54.4%
Arroyo del Oso	168	14	56	29	16	54	30	11	58	30	13	59	28	11	56	33	15	51	34	95.8%	28.4%
Atrisco	52	44	52	4	33	61	6	33	60	8	17	51	32	30	62	8	45	47	8	92.9%	35.6%
Bandelier	56	2	49	49	2	45	54	2	36	63	0	52	48	0	41	59	4	32	64	94.9%	34.9%
Barcelona	39	0	51	49	3	55	43	0	22	68	2	46	54	2	17	80	0	40	60	92.[illegible]	52.2%

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APS in ACTION

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Planning Ahead for Next Year? Here's the 1981-82 APS School Calendar

August 18 — New Teacher Optional Nonpaid Orientation
August 19 — All Teacher Orientation
August 20 — Registration Begins in All Schools
August 21 — Orientation/Registration Continues in the High Schools
August 24 — First Day of School
September 7 — Labor Day
November 26-27 — Thanksgiving Recess
December 21-January 1 — Winter Recess
February 15 — Washington's Birthday
April 5-9 — Spring Recess
May 26 — Last Day of School
May 27, 28 & June 1-4 — Make-Up Days (if necessary)

POSTSCRIPT

By Carol Robinson
APS Director of
Research and Evaluation

Schools Should Not Be Judged by Test Scores Alone

About this time each year the Albuquerque community's interest is focused on standardized testing. I recognize the public's interest in many ways, including the increased number of telephone calls I receive about testing and test scores.

I am frequently distressed by callers who ask me to identify the "best schools" in APS. It soon becomes apparent that what they are really asking is which schools have the highest test scores. These requests distress me because I feel so strongly that schools should not be judged solely by their scores on a standardized test. There are a number of important factors which go into making good schools, and many of these have nothing to do with testing.

The education of children is a highly complex operation. Reducing the measure of success or failure of education to a set of numbers is extremely simplistic and narrow, and frequently quite misleading.

The longer I have been associated with testing, the more I have learned to ask additional questions regarding the facts behind the numbers. No longer can I accept simple statistics without question. This is not to say that test scores are not meaningful, for they are, when used intelligently and in perspective. But what went into those scores? Did the students tested have good attendance at school? Were they new to the school or APS? Did they take the test seriously? Did they try to do well? Do they have a greater fluency in a language other than English?

Were the testing conditions adequate? And of course, the most important question of all: Does the test really measure our own APS curriculum? If so, to what degree? Tests vary considerably not only in content area but in format and scoring procedures as well.

I am not against standardized tests. I believe such testing is of considerable value to schools and professional educators. Standardized test scores provide a very useful means of supplementing or confirming decisions reached by other means, such as a teacher's personal observation of a child. But I would caution anyone against making judgements about any school or any child because of a set of test scores.

We are releasing this year's test scores because the public has a right to know. But the public also has a responsibility to use such information wisely. To assist in understanding, the school mobility and attendance figures have been included in this year's information. These are only two of the important factors in testing which must be considered in any total testing picture. As a community, we should be very proud of our schools. As I talk with testing directors from other major cities throughout the United States, I find that Albuquerque has a school system which many large school districts envy. I am proud of our test scores, for they do reflect that as a school district, we are doing well and continuing to improve. But test scores are not the only evidence of this improvement and success. I sincerely hope you will look for the many other indicators of excellence in APS and work with us in continuing to improve our school system in every way.